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AUTHOR Stahl, Robert J.; Casteel, J. Doyle
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ABSTRACT

Procedures and findings of a survey conducted in 1970-71, relative to the teaching of psychology in Florida secondary schools, are reported here. The objectives of the study were to obtain a broad range of information and relevant data pertaining to the status of psychology and to determine the needs of teachers for materials and audiovisual instructional aides which they would like to have available for use in their classrooms. A questionnaire designed and distributed to 347 Florida secondary schools, of which 217 (62.5%) returned the questionnaires, revealed that psychology as a separate course of study was taught in 140 schools; that 12,519 students were enrolled in specific psychology courses of at least one semester; 19,779 students enrolled in separate psychology courses ranging in length from six weeks to one year; the average teacher of psychology had 22.7 hours of college background in psychology and felt this was adequate; psychology courses were offered primarily as electives and offered to 11th and 12th graders; and psychological subject matter was taught in other courses. A major conclusion showed that an overwhelming number of teachers desired assistance in improving the quality of their courses, needing new and various kinds of materials and information to help them teach their courses. (Author/SJM)

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THE 1970-71 STUDY ON THE STATUS OF PRE-COLLEGE PSYCHOLOGY IN THE STATE OF FLORIDA: A FINAL REPORT

ROBERT J. STAHL
P. K. Yonge Laboratory School

and

J. DOYLE CASTEEL
College of Education

November, 1972
P. K. Yonge Laboratory School
J. B. Hodges, Director
University of Florida
Gainesville, Florida 32601

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This report supercedes all other articles published and mimeographed as they reported preliminary findings.

This public document was promulgated at a cost of 38 cents per copy to disseminate information relative to the status of psychology course offerings in Florida

Anyone may use the data included in this report provided acknowledgement is given to the authors and P.K. Yonge Laboratory School under whose auspices the 1970-71 survey was conducted.

Robert J. Stahl
and
J. Doyle Casteel
November 22, 1972

P.K. Yonge Laboratory School
University of Florida
Gainesville, Florida 32601

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The 1970-71 Study of the Status of Pre-College Psychology in the State of Florida

A Final Report

November 22, 1972
Robert J. Stahl
and
J.Doyle Casteel

A survey relative to the teaching of psychology in Florida secondary schools was conducted in 1970-71 under the auspices of P.K. Yonge Laboratory School, Gainesville, Florida. The procedures and findings are the subject of this report.

A questionnaire was designed 1) to get a broad range of information and relevant data pertaining to the status of psychology in the secondary schools of Florida and 2) to determine the needs of teachers in the areas of materials and audio visual instructional aides which they would like to see made available to them for use in their classrooms. In October, 1970, the two page questionnaire, accompanied by an introductory letter, was distributed to 347 Florida secondary schools. By December 31, 1970, 217 schools (62.5%) had returned completed questionnaires.

The survey revealed that psychology as a separate course of study was taught in 140 Florida secondary schools. While 140 of the 217 respondents (64.5%) reported a separate course in psychology existed within their curriculum, 128 of the 217 respondents (59.0%) actually taught the course in their school.

This report treats the responses of these 128 teachers as one category of respondents. The remaining 89 respondents are referred to herein as those not teaching the psychology course.

According to information received from the State Department of Education's Division of Secondary Education, 12,519 students were enrolled in specific psychology courses of at least one semester in length during the 1968-69 school year. During that same year 62 teachers were recorded as teaching these courses. The information collected by this survey revealed that a total of 19,779 students were enrolled in separate psychology courses ranging in length from six weeks to one year with 128 teachers.

The 17,442 students enrolled for at least a one-semester course during the 1970-71 school year represent an increase of 39.3% in student enrollment over a two year period and an increase of 12% over the 1969-70 student enrollment reported by those responding to the questionnaire. The 128 teachers represent an increase of 106% in the number of teachers recorded in the same two year period. The degree of increased student enrollment identifies psychology as one of the fastest growing course offerings in the history of Florida education.

In examining the number of semester hours the 128 teachers had accumulated in psychology and related subjects at either the undergraduate or graduate level, it was found that the average teacher of the specific course in psychology had 22.7 hours of college background. Preparatory work ranged from a low of zero hours to a high of 90 hours with a mode of 12 hours, revealing

the varied nature of their background. The average of the 89 other respondents was 11.7 hours with a range from zero hours to 80 hours. The mode of the other 89 respondents (not counting 25 respondents who had no hours of college work in psychology) was 12 hours.

When asked if they felt they had enough college course preparation to teach psychology adequately at the secondary school level, 92 teachers or 78.0% of those 128 teachers who responded to that item of the questionnaire answered in the affirmative. Among those not teaching the course but who answered the questionnaire, there was a decided difference in attitude toward feeling prepared to teach the course. The percentage of affirmative responses dropped from 78.0% to 53.7% when comparing the 128 teachers with the 89 respondents not teaching the course. This suggests that administrators and department chairmen are more likely to let those teachers who feel they can do a good job and whom they feel are adequately prepared to teach the course rather than randomly assign the course to any teacher on the staff.

The results agreed with expected findings when the subject area of state teacher's certificates were analyzed in reference to those teaching the psychology courses. Social studies certificates were held by 92 of the 128 teachers (71.8%) teaching specific courses in psychology. This far out-distanced the next most frequently marked choice listed as "Other" in the questionnaire which received 16 responses (12.5%). This "Other" category included those with certificates in administration

(3), physical education (2), philosophy (2), and one each in religion, mathematics, psychology, and english. Guidance and Counseling certificates (14 responses or 10.9%) ranked third with science (5 responses or 3.9%) and home economics (1 response or .9%) following in that order. It is important to note that at the time this survey was conducted a teacher could teach psychology courses at the secondary school level in Florida without having had a psychology course in college. The certificate area specialties of the 128 classroom teachers as indicated above does suggest that administrators and teachers alike perceive the course as a social studies or social science course rather than a science course. However, three of the 217 respondents did remark at the end of the questionnaire that they felt the course should be a science course.

When asked if the specific course in psychology were offered as an elective or a required course at their school 126 of the 128 teachers (98.4%) selected the former.

Information about the grade level of the students enrolled in the psychology courses was sought. At no school was the course offered to tenth graders only or to students enrolled in grades nine through twelve combined. Courses open to just ninth graders or just eleventh graders were found one time each with both of these schools noting that they were new schools and that these were the top grades in each of their respective schools. Courses open only to twelth graders or eleven and twelve graders combined were found in 54 schools each. Thus, 84.4 percent of all courses were evenly divided between these

latter two choices. The student enrollment figures reported by the 128 teachers indicated that 15,435 of the total 19,779 students (78%) taking the course under them were enrolled in courses open only to twelth graders or eleventh and twelth grades combined. Eighteen schools (14.0%) offered the course to grades ten through twelve. One possible interpretation of this data suggests that schools and/or teachers consider psychology to be either a college prep or a life adjustment course, neither of which is important before the eleventh or twelth grades. Another way the data may be interpreted concerns itself with the practice in many schools of requiring certain subjects to be taken by ninth and tenth graders with more freedom to choose electives given to eleventh and especially the twelth graders hence the course is offered to levels at which students may select from among several electives.

In reference to the length of time the course was offered a great variety of responses was received. The most frequent response showed 85 schools (66.4%) offered courses one semester in length. The other choices and responses were a) at least a year (35 responses or 27.3 percent) b) at least six weeks (5 responses or 3.9 percent) and c) other lengths not mentioned (3 responses or 2.3 percent). These three teachers recorded in choice 'c' that their courses were either 9 weeks (a mini-course) or 14-15 weeks in length.

Further, the survey sought to identify courses or subject areas other than those specifically labeled Psychology which contained some psychological principles and subject matter.

In examining the combined responses of the 217 respondents, it was found that subject matter described as "psychological" in nature was being presented in a variety of other courses and was considered important to the understanding of those subject areas. Courses identified as containing psychological subject matter were: Sociology (20 responses or 9.2%); Problems of Democracy (19 responses or 8.7%); Family Life (17 responses or 7.8%); Child Development (14 responses or 6.4%); Contemporary Issues (8 responses or 3.7%); Home Economics (5 responses or 2.3%) and Other (12 responses or 5.5%). The "Other" choice included American History, Economics, Marriage and the Family, Humanities, and Health Education. A significantly larger number of respondents (111 or 51.2%) did not respond to this item of the questionnaire. This data tends to support the earlier claim that the schools and the teachers themselves perceive psychological subject matter as being more relevant and pertinent to the social studies classroom than to the science classroom. Sixty-five of the 128 psychology teachers indicated that psychological subject matter was being taught in other courses at their school as well as in their own courses with 41 of the 89 non-teachers reporting psychological subject matter was being included in their curriculum despite the absence of a specific course in psychology.

Students and teachers alike felt the course was valuable and worthwhile. In schools where specific courses in psychology

were offered, 75 of the 115 teachers (65.2%) who responded to this item indicated that enrollment and demand for the course had risen over the past two or three years while only 9 respondents (7.8%) reported a decrease in demand or enrollment. Thirty-one of the teachers (27.0%) who responded indicated that enrollment and demand had remained stationary. When teachers were asked to indicate if the course was considered a popular course for students to take at their school; 121 of the 128 teachers (94.5%) answered in the affirmative. One respondent who was not teaching the course reported that although psychology had always been one of the most popular and rewarding courses the school offered, it could no longer be offered by directive of the principal.

Florida secondary school teachers reported they were in great need of new and various kinds of materials, instructional aides, and information to help them teach their psychology courses. This survey of 347 secondary schools revealed an over-whelming number of Florida's teachers of psychology desired assistance in improving the quality of their courses. The nature of the responses clearly demonstrated the feelings and wishes of these teachers.

A significantly large number of the 128 psychology teachers used one of the three state-adopted psychology textbooks in teaching their courses. Of the 126 teachers responding to this item, 116 teachers (92.1%) indicated they used these textbooks. Psychology: Its Principles and Application by

T. L. Engle was being used by 86 teachers (73.5%); Psychology by McKeach and Doyle was being used by 25 teachers (21.4%); Psychology: The Science of Behavior by A. A. Branca was being used by 29 teachers (24.8%). Twenty-three teachers used more than one of these textbooks in teaching their courses. The textbook most frequently marked by the 89 respondents when referring to psychology textbooks used in conjunction with other courses to help teach "psychological" subject matter was Engle's.

Although psychology teachers in Florida had these three popular textbooks from which to choose, 49.2 percent of them reported they wanted a new textbook for their course rather than newer editions of the same texts. An examination of the data revealed that while seventy-five teachers (64.6%) reported they used the state-adopted textbooks often or a great deal of the time, thirty-one teachers (26.7%) reported they never used or occasionally used these texts. This somewhat negative reaction to the state-adopted textbooks was reinforced with nearly one-third (31.0%) of those teachers reporting that they used state-adopted textbooks for lack of other reading materials. Their responses suggest that these widely used textbooks are not including the kinds of topics, information, and subject matter that classroom teachers feel ought to be investigated, explored, and taught in the secondary school classroom. Teachers reported that the texts were either too easy or boring or that they were written for the college level.

Even though in recent years quantities of audio-visual instructional materials and laboratory equipment have been made

available for use by the secondary school teacher of psychology, 96.1 percent or 123 of the 128 classroom teachers reported they felt a need for more materials and information to help them do a more adequate job of teaching psychology. An even greater number of teachers (124 or 96.9%) indicated they would use these materials if they were made available for their use.

Teachers were also asked, "What type(s) of additional materials relating to psychology would you want to see made available for your use?" (See Table I)

Analysis of the data presented in the Table, indicates several trends as well as the diverse resource needs of teachers:

1. The 128 psychology teachers indicated a greater desire for materials than those respondents who did not teach the course. Out of the twelve materials areas from which to choose, the psychology teachers (Category I) checked an average of 7.4 items while the other 89 respondents (Category II) averaged 2.9 selections.

2. The two materials areas (films and materials for classroom experiments) most in demand by the Psychology teachers (Category I) were also most desired by those respondents in Category II.

3. Materials directed toward helping the slow learner were not in great demand by either of the two categories of respondents. This suggests that psychology teachers design and teach their courses and that those not teaching the course perceive them as being for middle and upper ability students rather than for all academic levels of students.

4. The materials suggested most often in the "other" item on the checklist as being needed were reel-to-reel and cassette tapes and a current events periodical related to psychology.

5. Nearly one-half of the teachers (43%) in Category I indicated they would like to see materials made

TABLE I *

What type (s) of additional materials relating to Psychology would you want to see made available for your use?			
	Category I	Category II	Total
A. film	110	21	131
B. Materials for class-room experiments	99	21	120
C. filmstrips	76	17	93
D. a reference service for students	74	13	87
E. overhead transparencies	68	15	83
F. posters and pictures	65	20	85
G. a news letter or bulletin to teachers	65	10	75
H. a curriculum guide	64	20	84
I. Pamphlets relating to careers	63	14	77
J. a new textbook	63	9	72
K. materials for slow learners	40	6	46
L. other (specify)	15	2	17

*
Category I represents the 128 psychology teachers who responded to the questionnaire.

Category II represents the 89 respondents not teaching psychology course.

The Total represents the 217 respondents.

available in ten of the twelve materials areas. The nature of their responses indicate that classroom teachers not only are seeking larger quantities of materials and audio-visual aides, but that they desire a variety of materials, etc., as well.

6. One-half of the 120 classroom teachers (50%) requested a curriculum guide to assist them while less than one-fourth (22.5%) of those in Category II desired such assistance. This suggests that the psychology teacher is not only seeking materials and instructional aides, but that he is also looking for assistance in planning and structuring his courses as well.

There are several possible reasons for the responses made by the Florida teachers regarding their need for more materials, instructional aides and laboratory equipment:

1. The materials and information now available have not been adequately publicized so that teachers are aware of their existence; or

2. What is available is of such low quality that teachers prefer not to use any materials or to develop their own materials rather than to use much of what is currently available. Several teachers reported they were able to adapt articles from popular magazines, various psychology journals, and newspapers in order to provide supplemental materials for their courses; or

3. There is very little in the way of materials and information available for use by these teachers; or

4. The materials now available are not the types teachers want to use in terms of being functional to the purposes of the psychology course as established by the teachers; or

5. The purposes of teaching psychology on this level have not been articulated with much clarity, and there is no accumulated wisdom serving to structure these courses on the basis of tradition such as exists in the other social sciences; hence, teachers have no guidelines to follow in terms of their courses or the instructional materials needed to teach psychology.

Fifty-one schools expressed interest in beginning a course in psychology at their school providing adequate information and materials were made available to them. This represents 66.3 percent of those schools not teaching a separate course in psychology. Only seven schools definitely stated they wanted no course. Most of the negative replies cited size of schools and faculty, lack of money, lack of space in their curriculum, and lack of qualified teachers as reasons for their responses.

With the increase in course offerings, student enrollments, and interest in setting up new courses in psychology, the need to assist the secondary school teacher of psychology is becoming even greater. Classroom teachers are interested in improving the quality of their courses and on seeking diverse ways of doing so. Furthermore, this survey indicates that teachers are actively seeking prepared supplementary information and materials to meet their needs rather than continuing to adapt college text materials and popular magazine articles to their instructional units. The findings further suggest that secondary school psychology teachers are more humanistic than scientific in their background and objectives and that they are seeking materials to assist them in this direction. The predominant social studies background of these teachers greatly suggests the need to avoid emphasis on materials and instructional aides directed towards the biological or behavioral sciences and to develop materials and aids with an emphasis on social and

personal adjustment. A survey of the literature (note Bibliography) reveals that Florida teachers are not alone in trying to find outside assistance in meeting these objectives.

In conclusion, there is a great need for educators, scholars, curriculum planning committees, state boards of education, and colleges of education to join together to plan ways of providing classroom teachers with some of the materials, information, curriculum guides, instructional units, and college preparation they are seeking. Setting up a college major in psychology emphasizing the behavioral sciences, setting up specialized research programs, or establishing resource centers that tend to reach only a small portion of these classroom teachers are not adequate to meet the needs of high school teachers identified in this survey. Since secondary teachers and school administrators perceive the course as being aimed at mental hygiene, personal adjustment, life adjustment, and college prep objectives, what is <u>not</u> needed is a curriculum developed by a committee composed entirely of psychologists and behavioral scientists, requiring extensive (and expensive) laboratory equipment and space, with emphasis on college prep subject matter. The various groups interested in promoting a sound secondary school psychology curriculum or course of study must be responsive to the needs of the students as perceived by the classroom teacher.

A SUMMARY OF THE LITERATURE: SECONDARY SCHOOL PSYCHOLOGY

Psychology has been included in the secondary school curriculum since the 1830's. By 1900, it was designated as a separate course with over twelve thousand students enrolled. By 1935, its growth had become so significant that the American Psychological Association (APA) organized a separate committee to study its progress.

The 1948-49 Biennial Survey of Education reported that enrollment had increased to nearly fifty thousand students. In the twenty years between 1932 and 1952, psychology courses in the high schools grew significantly faster than either sociology or economics courses.

The course gained in popularity and enrollment through the fifties and sixties. Records on student enrollment in 1963 indicated that nearly two hundred percent more students were taking the course than had taken it fourteen years before. A sharp rise in schools offering the course and the increase in the number of states teaching psychology further attest to this growth. By 1968 it was estimated that nearly 200,000 students were taking the course for credit.

Studies of secondary school psychology courses during the past two decades have tended to substantiate each other. The following list briefly summarizes the important characteristics and facts relative to the status of existing courses:

1. Courses are offered in all fifty states.
2. Student enrollment and numbers of schools offering the course are rapidly increasing.
3. Courses are very popular among students.
4. Courses are more likely to be offered in schools with over 300 students.
5. More schools would offer the course if properly trained teachers were available.
6. Psychology is not required in any state for graduation.
7. Courses are usually assigned social studies credit.
8. Teachers are predominantly certified in social studies rather than psychology.
9. Courses are most often one semester in length.
10. Courses are offered as an elective more often than as a required subject.
11. Courses are most frequently offered during the junior and senior years.

12. Girls are more likely to take the course than boys.
13. Students and teachers see the course as being valuable.
14. There is a need for psychology courses in the curriculum.
15. Personal adjustment and mental hygiene are the two most often stated objectives of the courses.

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APPENDIX:

A. 1970-71 Survey-questionnaire

B. Additional comments by the respondants to the 1970-71 survey

C. Letter from Florida State Department of Education

D. Previous articles relative to Psychology by the authors

E. 1968 survey correspondence

F. A curriculum guide

G. Reading list for secondary school psychology

H. Report of an effort to establish a local resource center and instructional service center

APPENDIX SECTION A

THIS SECTION PRESENTS A COPY OF THE SURVEY, THE INTRODUCTORY LETTER, AND THE DATA COLLECTION SHEET USED IN THE 1970 SURVEY OF 347 SECONDARY SCHOOLS IN THE STATE OF FLORIDA.

THE SURVEY WAS CONDUCTED WITH THE SUPPORT OF DR. J. B. HODGES, DIRECTOR, P. K. YONGE LABORATORY SCHOOL, GAINESVILLE, FLORIDA 32601.

UNIVERSITY OF FLORIDA
GAINESVILLE 32601

P.K. YONGE LABORATORY SCHOOL
COLLEGE OF EDUCATION

October 11, 1970

Dear Colleague:

I am writing to enlist your aid in gathering information on the teaching of psychology in the secondary school system.

I am currently embarking on a project to develop new and more effective materials for your use in teaching psychology and I need answers to the questions on the enclosed forms in order to accurately assess the current demand for such materials as well as the existing areas of deficiency.

For this study to be appropriate to your needs, I require that answers to the questionnaire be received from a large percentage of those polled.

If you do not teach the psychology course at your school, please pass this letter on to the person who does. On the other hand, if psychology is not taught at your school, please complete the form as fully as possible and return it to me since negative replies are equally important to the accuracy of the study.

I will appreciate greatly your completing the enclosed questionnaire and returning it to me as quickly as possible in the envelope provided.

I will correspond with you again soon with information on the results of this study.

Sincerely,

Robert J. Stahl

Robert J. Stahl
Social Studies Department

RJS:jmb
Enclosures

NO._____

QUESTIONNAIRE ON PSYCHOLOGY IN THE SECONDARY SCHOOL
(Please Type or Print)

1. Name _____
(Last) (First) (Middle initial)

2. Position_____ 3. School_____

4. School Address _____

5. City _____ 6. County _____ 7. Zip _____

8. Do you teach (the/a) course in psychology? a) yes_____ b) No _____

9. Is psychology taught as a specific subject for credit at your school?
a) Yes_____ b) No _____

10. Is psychology taught in any phase of your curriculum? a) yes_____ b) No_____

11. Is the course of psychology an elective or required course? a) Elective _____
b) Required _____

12. Indicate the length of time psychology is offered as a subject of study at your school:
_____a) No psychology is taught
_____b) at least 6 weeks
_____c) at least a semester
_____d) a full year course
_____e) other (specify)_____

13. If psychology is included as a portion of another course, indicate which course it is included in:
_____a) Contemporary Issues
_____b) Senior Social Studies
_____c) Problems of Democracy
_____d) Family Life
_____e) Child Development
_____f) Sociology
_____g) Home economics
_____h) Other (Specify)_____

14. Approximately how many students took psychology as a course of study last year at your school?_____

15. How many students are currently taking or will be taking psychology as a course of study this year?_____

16. What grade level(s) are eligible to tkae the psychology course? (Indicate the most exact answer) a) 9th grade_____ b) 10th grade_____
c) 11th grade_____ d) 12th grade_____ e) 10 through 12_____
f) 11 and 12_____ g) Other (specify)_____

17. Do you use a state-adopted textbook in teaching the course? a) Yes____ b) No____

18. If you do use a state-adopted textbook, indicate the one you use:
_____a) Psychology: Its Principles and Applications by T.L. Engle
_____b) Psychology by W.J. McKeachie and C.L. Doyle
_____c) Psychology: The Science of Behavior by A.A. Branca

19. To what extent do you use the textbook in your course?
_____a) It is never used
_____b) It is used occasionally
_____c) It is used often
_____d) It is used a great deal of the time
_____e) It is used for lack of any other reading material(s)

No._____

20. What is your area of certification?
_____a) Social studies _____b) Home economics
_____c) Science _____d) Guidance and/or Counselling
_____e) Other (specify)_____

21. How many hours of college credit have you had in psychology or social-psychology courses?_____

22. Do you feel you have enough college course preparation to teach psychology adequately in the high school? a) Yes_____ b) No_____

23. Does your school or county have a curriculum guide relating to the teaching of psychology in the high school? a) Yes_____ b) No_____

24. If "Yes" in #23, indicate the level of the curriculum guide:
_____a) County _____b) School _____c) both of these have guides _____d) neither have a guide, but I have developed my own

25. Do you feel a need for more materials and literature to help you do a more adequate job of teaching psychology? a) Yes_____ b) No_____

26. Would you consider using more materials, audio-visuals, and literature if they were available to you? a) Yes_____ b) No_____

27. What type(s) of additional materials relating to psychology would you want to see made available for your use? (Indicate as many of these as you feel you would need or would like to see made available)
_____a) a new textbook _____b) films
_____c) filmstrips _____d) overhead transparencies
_____e) posters and pictures _____f) a curriculum guide
_____g) materials for slow learners
_____h) materials for classroom experiments
_____i) a news letter or bulletin for teachers
_____j) pamphlets relating to careers in psychology and related fields
_____k) a reference service for students working on psychology projects and research papers
_____l) other (specify)_____
_____

28. Is psychology as a course of study considered a popular course for students to take at your school? a) Yes_____ b) No_____

29. Has student enrollment and demand for psychology courses risen or declined in the past two or three years?
_____a) student enrollment and demand has risen sharply
_____b) student enrollment and demand has risen slightly
_____c) student enrollment and demand has remained about constant
_____d) student enrollment and demand has decreased slightly
_____e) student enrollment and demand has decreased sharply

30. If no psychology is currently taught or planned for your school, would you be interested in beginning a course in psychology if information were made available to you? a) Yes_____ b) No_____

31. Additional comments, if any:_____
_____
_____
_____

CODING SHEET - SECONDARY SCHOOL PSYCHOLOGY SURVEY (10-70)

No._____

Date rec._____

1. Name _____ Mr Miss Mrs
(Last) (First) Middle initial)

2. Position_____

3. School_____

4. School address_____

5. City _____ 6. County_____ 7. Zip _____

8. _____

9. _____

10. _____

11. _____

12. _____ _____

13. _____ _____

14. _____ _____ _____

15. _____ _____ _____

16. _____ _____

17. _____

18. _____

19. _____

20. _____ _____

21. _____ _____

22. _____

23. _____

24. _____

25. _____ 26. _____

27. _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____

28. _____ 29._____ 30. _____ 31._____

APPENDIX SECTION B

THIS SECTION PRESENTS THE COMMENTS MADE BY THE RESPONDANTS IN ADDITION TO THOSE REQUESTED IN THE 1970-71 QUESTIONNAIRE.

Additional Comments made by Respondants in the 1970-71 Survey.

During the fall of 1970-71, 217 questionnaires were received from secondary schools in Florida relative to psychology courses being taught. This section reports the responses to item #31 ("additional comments",) of that questionnaire.

Code No.	Comments
003	I taught psychology last year and answered this question from my standpoint as last year's teacher. I am no longer in the classroom. I do feel that there is a need and an interest in the course.
004	Please let me know what develops - I am very interested. We now offer semester courses in Sociology, Psychology, Marriage and the Family, and Contemporary Affairs - all of which include some study of psychology.
008	Our high school is small and we require two social studies classes in grades 10-12 already. We might consider psychology as an elective in future years.
012	As a former psychology instructor in Wisconsin, I can state unequivocally that this course was not only a popular one with the student populus, but it was also an influential factor in vocational goals; and I would recommend it be implemented into secondary curriculum where possible.
013	The study of human behavior in high school is essential to solving the problems of our society.
017	Student enrollment would have been greater this year if I had taught it, but it was necessary for me to take all the histories; app. 50-60 students signed up for it but dropped it due to this fact. I hope to go back to it because of this.
018	More materials are needed to maintain the psychology course as an academic course preparatory to college psychology/sociology courses (i.e. the course should not be diluted to a "personal adjustment" class.)
020	Can use all the help and tools you can supply. We're weak in the subject in A.V., etc.
021	The student load in Psychology and Sociology has always been heavy. In teaching these 2 subjects for 12 years my smallest enrollment figure was 162 students for either subject.
023	Your project is needed very much! Please Hurry Up!!

024 The materials checked in #27 are very vital to the course. If additional information were available students could receive a broader knowledge of this field. There are students so interested, they actually desire an additional year for advanced psychology.

025 Student demand is the reason why we added psychology to the curriculum. However, I have been teaching Sociology in this school.

026 I believe that psychology is a valuable and popular course for senior high level students. I have found that much of the technique and jargon are not motivating them - rather they enjoy well designed lectures on Freud, Waston, Jung, etc.

027 Wakulla high is a small school (750 students in 7-12 grade). The course is popular among seniors and juniors planning to attend college, but not among average or below average students. Only a small percentage of our graduates go on to jr. college or college.

028 The psychology course (about one 6-weeks) was taught in 10th grade P.A.D. course - I would like to see it offered for at least one semester each year.

032 Psychology needs to be placed under the science department - it is a science rather than social studies.

034 The major difficulty with high school psychology is, in my opinion, the shortage of competent teachers. We need a special certificate area for this subject.

037 I would like to have a course added in psychology, but without additional staffing it would not be possible.

041 Students have asked about this subject, but we have never been able to offer it.

046 Psychology can be a tremendous aid in developing our youth. It could be one of the most influential subjects taught. At the present time not enough is offered in the field.

051 I would like to have a current textbook on basic psychology aimed specifically at the problems of young people.

052 Additional materials would be useful, however they are not necessary. The materials that I've manufactured during the last six weeks of this school year include; a finger maze, apparatus for classical conditioning, three learning problems, seven handouts, twenty-three overhead transparencies, and additional materials for experiments or demonstrations.

052 I am presently engaged in teaching the schedule I prefer and do not desire additional courses for certification in psychology. I think it would be valuable to the students.

053 A field so essential for every high school student should not be as neglected the way psychology has been. I feel psychology should be a required part of any high school.

059 Engle's book is excellent for basic Psych. students, but there is a definite lack of outside reading material on the high school level and a definite lack of audio-visual aids to use in this course.

064 An additional course in Social Studies has been added which most of the slower students have been channeled into. Human Relations-Psychology has been a more academic course rather than a personality adjustment course which it was four or five years ago.

067 Please help. Happy to hear from you. Hope to hear from you again.

068 We use one semester to study the behavior of the individual in groups, and the other semester to study the behavior of the individual alone.

071 The course is one of the most popular at our school. Teachers with adequate background of the subject, and subject interests to make a good course are hard to locate. We cannot teach all who want the course for this reason.

074 I feel a programmed text for High School Psychology is urgently needed.

075 As indicated by some responses - this is the first year for Psychology (full semester) course in our curriculum. It is coupled with a second semester course in sociology.

077 Psychology may be offered in the near future if student interest continues to rise and a qualified teacher is found.

078 Psychology should be taken out of the Social Studies department where a teacher with only 3 hours of basic studies in psychology is given certification in Social Studies education.

080 The students enjoy psychology. We offer it for a semester and include it in "family living". It is for boys and girls. Many times I have more boys than girls.

081 I feel the class size should be limited to 25 - at the most for discussion and experiment participation reasons.

082 We use texts from Sadlier too.
Gr. 11 - Growth In Christ (it's Psychology) supp. - T. L. Engle's text.
Gr. 12 - Series of 5 Text - Sr. Religion - Psychology - Sociology.
Seven others teaching the same subjects are as well qualified, if not better.

084 We are planning to offer semester courses in "Minority Groups" Psy., Soc., and Eco. (possible) next year.

085 Would be interested in studying the materials. At present, however, the Social Studies department is interested in adding other courses to the curriculum before adding psychology.

086 Appreciate your interest and look forward to hearingfrom you again.

088 Psych. and sociology is an elective. A 12th grader may choose to go with comparative government. I am enclosing a copy of our objectives for the course.

089 We use "Psychology for Living" in the first semester. In the 2nd semester we use "Man the Manipulator" with excellent results.

091 The course seems to attract good students. I find it a new, interesting, and enjoyable class to teach.

092 I would be very interested in the project - as I see a great need for this.

094 Our course is titled Human Relations to avoid the semester restrictions and to make it a full year of credit. We are in the process of ordering resource materials and single copies of various texts.

096 Certification standards are needed for the classroom teachers of psychology. Also leveled texts and materials for college prep., voc. Ed., etc.

101 I think the school system is terribly short in materials for use in psychology. I would welcome all new materials, because I find concrete examples greatly multiplies learning.

106 I sincerely hope that high school psychology classes will benefit from your study, and I will be delighted to assist you with any information I can.

107 I teach Psychology on an applied basis such as "The Psychology of Advertising". I try to show how psy. is used in the students' daily life. I find that the "Dale Carnegie" Course has helped me to be better qualified to teach psychology.
Have you looked into the Carnegie method?

109 We may start a course for seniors. I would like to use teaching-experiments. Each student would have an animal to use all the way through the course.

110 Glad to see things like this. We are badly in need of materials for the high school level.

111 Psychology was discontinued at our school 4 years ago when it was replaced by PAD. It may be possible to get a Semester course put back in the curriculum if the stability of teachers and principle permit.

114 This school is offering psy. for the first time this year (at my request), thus making it possible for many different materials to be used as helpful aids in making this course a more desirable elective.

115 More students would be enrolled if psy. was offered more than one period per day. Teacher is only available to teach one period.

117 1969-70-2 periods per day, per semester were available. 1970-71-1 period per day, per semester. This is due to overcrowding, plus the additional requirement of a one year course in Contemporary Studies for Seniors.

118 Psychology is part of PAD, but a very popular part. The demand for a separate course is very common.

121 The psychology teachers at our school (2) would be very interested in developing psychology materials for secondary schools. We will send you under separate cover the beginnings of a rationale for content and methods we are developing. We would like to hear from you.

124 The development of any materials in psychology would help me tremendously. Please let me know about any new materials that become available.

125 There is a need for more up-to-date materials on the high school level. This is especially true of A.V. type materials and a more realistic textbook.

Please keep in mind that Dade Co. will go on the quinmester within three years. All courses will be for nine weeks. Materials should be of the unit or topic type.

126 I do not know why psychology has risen so sharply at this time, but I am attempting to find out.

130 This has only been taught one year so some questions are hard to answer definitely or I do not know the answers at this time.

131 This was a popular course but was dropped several years ago because I had no time for teaching. State certification for teaching it in high school was not given to anyone; we had to curtail our electives due to school overcrowding; and no one else was qualified in any way to teach it. (We have usually only 45-55 seniors.)

132 We teach it on a limited basis in religion classes. We would be interested in more material.

133 The usual textbook material is much too abstract for students not planning for college education. The usually available classroom experiments (i.e. retention) are much too clumsy to administer and the concept involved is easily overlooked.

134 McKeachie is really the best book but is so expensive and too difficult for many of the students. We also feel the programmed instruction book which accompanies Engle is good as a learning aid.

138 Academic courses are being offered first this year. We plan to teach psychology as soon as possible.

139 Would appreciate any information you might have as to a course curriculum - the course was designed for 1 semester but I have to stretch it out for 1 year - I have a definite lack of material and would appreciate any information you could give me.

142 Text used is Psychology and Life, which is a college text. The reason it is used is because of the high percentage of college oriented students. The program is new and seems to be well received and appears that it will grow.

143 As yet I am not familiar with the texts and what type of materials will be needed. Text to be used will be Psychology:Principles and Applications.

144 I and my students are very interested in Psychology. If you have any information that I can use, please send it to me.

145 Enrollment figures include classes taught by two teachers. Child development and family life classes are taught by the Home Ec. Department.

146 The enrollment has remained constant due to the fact this is a select course at our school and even though we have many, many more students wanting to take the course we do limit the number.

149 Student enrollment has declined because of schedule difficulties. I do not teach it in a technical way, but try to make it apply to pupils' lives, now andin the future. I have many seniors and former graduates tell me Psychology was the most valuable course they had in school.

148 In Home Economics, the students are exposed briefly to child behavior as a part of their curriculum.

150 We need help to adjust to total integration. We have approximately 45 blacks and 55 whites together for the first time. Personal adjustment to this change is difficult. It is improving but there is need for background materials for a better understanding by both races.

152 Although overall enrollment has risen, there was a conflict this particular year in elective courses needed. Therefore those taking psychology, compared to last year dropped.

155 I am in hopes of building up the psychology curriculum, and would be grateful for any material that would help me do so.
Engle's book is used as background material - our library has very few resources.

158 Originally a part of Advanced Social Studies, psychology can no longer be offered in this school by directive of the principal.

160 Textbook (Engle) is horrible! It is too simple, even more, it is boring. With more materials and audio-visual aids, course could be made a lot more interesting.

161 Reason for decline in enrollment is that total school enrollment is down 2/3.

162 #12 Psychology is taught a semester with Sociology taught one semester.
#14, 15 and 20 - Although actual number of students taking course dropped from 55 to 27 this was due to dropping of one period of psychology to fulfill other requirements. Next year we hope to add at least a second period.

165 If there is any other way I can help, please let me know. I am also interested in learning the results of this test.

166 #20 and #15 - You will note a decline (210 to 150) one teacher assigned to this course last year caused this decline. Normally we have seven to nine sections of 30 students each.
#21 and #22 - I do not teach the course, but am in charge of curriculum.

167 Psychology will be offered as a semester course at our high school next school year - 1971-1972. We are already making plans to do this and will appreciate any information or suggestions concerning the course.

168 The principal dropped the course because he favors it being taught through courses like Sociology, Home and Family Living, Personal Problems (9-12).
Every year during registration students inquire about including it in the curriculum. The course was very popular when taught. Several of our graduates are majoring in Psychology.

169 I'm glad someone is finally taking an interest in high school psychology. We usually are thrown in with Social Studies and get literature or have workshops pertaining to history with no mention of psychology.

172 I believe that there is a definite place in the high school curriculum for psychology, however, there needs to be a great deal of work done before it can be real effective in the high school program.
Personally, even though I've had to teach it for several years, I feel very inadequate.

173 As we do not screen out slow learners or average learners, the state adopted texts are much too difficult and are not designed for an eighteen weeks course. We recently purchased the ERS-Foringer Classroom Experiment Kit - it is helpful.

Now about some feedback on your study - will appreciate hearing from you.

177 I hope something comes of this survey.

178 The extremely small size of our student body (less than 300 in grades 7-12) all but prohibits the addition of psychology to our curriculum.

186 We do not have the course. I really doubt if a person with the broad field of Social Studies can do a satisfactory job in Psychology.

187 I teach all the Senior Government classes and can not add another course to my teaching load. The other two Social Studies teachers also have a full schedule already with American and World History.

190 This is the first year psychology has been taught at Palmetto, therefore it is difficult to answer some of the previous questions adequately.

192 The use of films available through the State Board of Health have added much to the effectiveness of our courses. A file of magazine clippings on subjects studied in the course which have been brought in by students provides current information.

193 Psychology is taught by several teachers here (Miami Beach Senior High School). We use different materials and teach on different levels.

194 #30, yes, if student interest demands it and a qualified person teaches the course. Psychology has been taught here but not in the last three years.

195 This year's drop was due to opening up of additional advance placement and other <u>elective</u> social studies.

196 This is a new school just opening this fall. Psychology is a semester course offered only in one or two high schools in the county (Broward). It was offered several years ago in some but was phased out along with semester courses such as Economics. I believe this was with the adoption of American Institutions.

The adequacy of the teacher is extremely important in such a course and too few teachers are properly qualified from what I gather. My personal feelings are that it would be my first choice to teach if taught and I have had limited experience with such a choice.

200 Psychology has remained about constant because of our new course in Humanities. Each of our four full time faculty members teaches one semester of psychology and one semester of sociology.

202 "23 - Very popular in demand but not offered.
We do not have a member who wants to teach psychology; however we do hope to offer this course as soon as personnel is available. In general our social studies staff prefers to offer broad fields which include Sociology, Psychology, American Issues, current events, foreign relations, etc. so that the student leaves high school with a broader scope or background rather than deeper understanding but in a more narrow area.

204 Students can and do see the relationship which psychology has in their lives, consequently the course can be a very meaningful one to them.

206 We had a fine course in Psychology taught by Sister Marie Carmel but Sister was transferred and the course discontinued this year. It was an elective, a full year course on 12th grade level. The text was Engle's Psychology.

207 Classes in this course are among the first to be closed for registration.

209 The Southern Association of Secondary Schools and Colleges frowned upon Psychology as a high school course. It was once offered as a separate course but is now included in the Sociology course.

210 At one time there were 10 classes. Other electives have been added.
Because of popular demand another course in Psychology has been added to second semester (Psychology I is only one semester). There is one class of Psychology II.

APPENDIX SECTION C

THIS SECTION PRESENTS CORRESPONDENCE WITH THE FLORIDA DEPARTMENT OF EDUCATION RELATIVE TO STUDENT ENROLLMENT IN PRE-COLLEGE PSYCHOLOGY.

RESEARCH AND DEVELOPMENT

P. K. YONGE LABORATORY SCHOOL

COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA, GAINESVILLE 32601

September 30, 1970

Patricia F. Spears, Social Studies Consultant
Division of Secondary Education
Department of Education
Tallahassee, Florida 32304

Dear Pat:

I am writing to request certain information that I cannot find elsewhere.

Do your records have listed any of the following?

a. the number of students taking Psychology and/or Sociology courses for at least a semester last year.

b. the number and names of the secondary schools that taught these courses.

c. the number of teachers that taught these courses.

d. the above data in reference to nation-wide totals.

e. the Department of Education reports or information relating to either of these two subject areas.

f. the names of any resource materials that are available from your office or Department concerning these two areas.

I am working towards developing some materials for use in these two areas, but I would like to have some idea as to the general audience I would be aiming towards.

I deeply appreciate any and all assistance you can lend in this request. Thank you for your help.

Very respectfully yours,

Robert J. Stahl

FLOYD T. CHRISTIAN
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

DIVISION OF ELEMENTARY AND
SECONDARY EDUCATION
SHELLEY S. BOONE
DIRECTOR

October 14, 1970

Mr. Robert J. Stahl
P.K. Yonge Laboratory School
University of Florida
Gainesville, Florida

Dear Mr. Stahl:

Although I am unable to provide you with answers to all your questions, perhaps, the following will be helpful.

a. psychology - 12,519 students
sociology - 9,135
total number enrolled - 21.654

c. psychology - 62.2
sociology - 44.2
this is expressed as equivalent teachers.

These figures represent the 1968-69 school year. Information is unavailable for questions (b), (d), and (e).

In reference to question (f), I am sending under separate cover, a paper soon to be published by this department.

I regret that I could not be of more assistance to you. The Department of Education has only recently begun to collect extensive data on the schools, other than the traditional information.

Sincerely,

Patricia F. Spears

Patricia F. Spears
Social Studies Consultant

PFS:wb

APPENDIX SECTION E

THIS SECTION PRESENTS A LETTER MAILED TO 250 SECONDARY SCHOOLS IN THE STATE OF FLORIDA DURING THE LATE SPRING, 1968.

IT INCLUDES THOSE LETTERS NOT LOST IN THE FOUR YEARS SINCE THE SURVEY.

DELAND HIGH SCHOOL
ALAN E. BAILES, PRINCIPAL
DELAND, FLORIDA

Social Studies Department
DeLand High School
DeLand, Florida 32720

Dear Sir

I am presently attempting to gather various ideas currently in use under the Senior Social Studies course offerings in schools throughout the state.

My purpose is not necessarily coordinating course curriculum but to collect ideas used by various schools. Once accumulated, an exchange of ideas may prove fruitful for all concerned.

It is hoped that you will at least acknowledge this inquiry. But more than that, I would welcome your participation and interest in this endeavor.

At this time, I am offering a semester each of Psychology and Sociology. Any comments you may want to make in regard to these subjects would be examined and appreciated. Likewise, activities which I include are also available for your use and suggestions.

In closing, let me once again invite your participation in this program that may prove personally rewarding as well as beneficial to our students. Possibly in the future, meetings can be arranged for further exchange of ideas and programs.

Sincerely

Robert J. Stahl

Plantation HIGH SCHOOL
6901 NORTHWEST 16th STREET • PLANTATION, FLORIDA 33313
587-6780

JACK W. CHAPMAN
Principal
JAMES H. LINK
Assistant Principal

ROBERT C. FULLER
Dean of Boys
DOROTHY S. POLING
Dean of Girls
WILMA B. CARNEY
Director of Guidance

March 29, 1968

Mr. Robert J. Stahl
DeLand High School
DeLand, Florida

Dear Mr. Stahl:

Thank you for your letter of recent date.

The following will explain our present curriculum in high school.

We are well pleased with the psychology part of our curriculum. It has proven to be very popular with our students. We offer psychology as a full year course for seniors. We have five sections scheduled this year.

So far, we have not had demand for sociology, but hope to add it next year for one semester. The second half of the year will be spent on government for seniors.

We also offer two sections of economics, which I teach. I combine sales with economics and have found it to be very beneficial.

Our other offerings in high school are world geography (10, 11, & 12), world history (10, 11, 12) and American History (required) in 11th grade.

Our best wishes for success in your program. We sincerely hope this information will be helpful.

Sincerely,

Hiram Cox

Hiram Cox, Chairman
Social Studies Department

HC:c

CLEWISTON HIGH SCHOOL
CLEWISTON, FLORIDA 33440

EDWARD W. BANKS
SUPERVISING PRINCIPAL

P. O. BOX 638
PHONE YUKON 2-3381

Social Studies Department
Clewiston High School
Clewiston, Florida 33440

Dear Sir

Clewiston High School does not offer Psychology or Sociology at this time and as far as I know we are not planning to do so in the near future. We are restricted in our cirriculum and we would appreciate any new ideas you have to offer.

If there is any thing we can do please let us know. At the present time we do not really understand what type of ideas you would like. We would enjoy meeting with you anytime in the near future.

Sincerely

John F. Scarbrough

John F. Scarbrough

Cocoa High School

ROBERT C. S. ROTH
ASST. PRINCIPAL

SAMUEL I. HENDRIX, PRINCIPAL
220 ROCKLEDGE AVENUE
Rockledge, Florida

JOSEPH W. RIVERS
ASST. PRINCIPAL

March 28, 1968

Mr. Robert J. Stahl
Social Studies Department
Deland High School
Deland, Florida 32720

Dear Mr. Stahl:

In reply to your letter regarding the Senior Social Studies program, I am pleased to share with you our ideas. Next year we are going to put all social studies courses in a semester basis. Two years of social studies are required in Brevard County for the three year programs in Senior High schools. American History and the study of Communism are required, but we intend to offer a great many electives in addition. We shall encourage sophomores to take World History, World Geography, and Current Events. Juniors will have a choice of Economics, Psychology, Sociology, Florida History, Contemporay Affairs, Political Science plus World History and World Geography. Communism will be taught in Comparative Government and we shall encourage Juniors to take this in the Senior year. Seniors will have all the above choices available to them. All courses will be phased as Regular or Advanced with emphasis on independent study where it seems desirable. Please feel free to write to me again regarding our plans and let me have your ideas.

Sincerely yours,

C. B. DeVoe

C. B. DeVoe, Chairman, Social Studies Dept.

PAUL W. KING
PRINCIPAL

Blountstown High School

614 N. MAIN
BLOUNTSTOWN, FLORIDA 32424

PHONE 674 5724

April 1, 1968

Mr. Robert J. Stahl
DeLand High School
DeLand, Florida 32720

Dear Mr. Stahl,

I do not teach the Senior Social Studies course but I am familiar with its course content.

It is an intregrated course dealing with social problems, current events, contemporary affairs, and economics.

This procedure of this course is by lecture, student research and inquiry, and by discussions.

I hope this information will be of some value to you. It is always interesting and informative to know what other schools are doing. I wish you much luck in this undertaking.

Sincerely,

Eloise S. Ramsey

(Mrs.) Eloise S. Ramsey

NORTH SHORE JUNIOR-SENIOR HIGH SCHOOL

3701 North Congress Avenue
WEST PALM BEACH, FLORIDA 33407

RAYMOND M. GOUGH
Principal

April 2, 1968

Deland High School
Deland, Florida

Attention: Mr. Robert J. Stahl
Social Studies Department

Reference: Your Letter

Dear Mr. Stahl:

Thank you for your interest in the Senior Social Studies Course Offerings.

Palm Beach County requires a full year of contemporary history which includes the Americanism vs. Communism course.

I would recommend one semester of psychology and one semester of contemporary history. Or one semester of contemporary history backed up with one semester of psychology or world geography or art.

Sincerely yours,

R. M. Gough
Principal

RMG/jw

SOCIAL STUDIES: (Continued)

SOCIOLOGY 425 ELECTIVE* HALF-YEAR GRADES 11,12 ½ CREDIT

PREREQUISITE: NONE

A survey of the history of social thought and various approaches to the study of human interrelationships. Emphasis is placed on the development of society and how societies are constructed and controlled through the development of social institutions. Stress is given to the major problems of our social order.

PSYCHOLOGY 427 ELECTIVE* HALF-YEAR GRADES 11,12 ½ CREDIT

PREREQUISITE: NONE

Introduces the student to a general survey of the history of psychology and the fundamental principles of human behavior. Special emphasis is placed on how the normal individual adjusts to the social and cultural system in which he lives.

CONTEMPORARY HISTORY OF THE FAR EAST 467 ELECTIVE* HALF-YEAR GRADES 11,12 ½ CREDIT

PREREQUISITE: NONE

Content is largely determined by teacher-pupil agreement but in general deals with the Far East. The course is structured to meet the needs of students with an advanced interest in history and a basic knowledge of historical and political theory. Individual research, reading, and reporting are stressed.

* THESE ELECTIVES ARE NOT OFFERED AT ALL SENIOR HIGH SCHOOLS EVERY YEAR. STUDENTS SHOULD CONSULT THEIR GUIDANCE COUNSELORS BEFORE SELECTING THESE COURSES.

ST. JOHNS RIVER JUNIOR COLLEGE

CLAY, PUTNAM AND ST. JOHNS COUNTIES COOPERATING

PALATKA, FLORIDA

February 13, 1968

Mr. Robert J. Stahl
Deland High School
Plymouth at Hill
Deland, Florida

Dear Mr. Stahl:

Your letter concerning the senior social studies course in high schools was referred to me by Dr. LaPradd.

Our local high school offers to the seniors a course called "Problems of American Democracy". This course deals with current social problems facing our society; such as, crime, family and home, making a living, finding employment, etc. Those with whom I have discussed this, seem to feel it gives the students an insight into the problems which they will face after graduation. It also gives them an opportunity to do research and express their opinions.

This broad, general course seems to me, to be more desirable than specific courses; such as, sociology, economics, psychology, etc., for students at this level.

I am enclosing a college catalog which will give you the courses offered at St. Johns River Junior College. I hope that these comments and the catalog will help you in your effort to up-grade the senior social studies in the high schools of the state.

Sincerely,

H. P. Robinson, Chairman
Social Science Division

HAROLD C. MOSSER
Principal

ROBERT A. CHILDERS
Assistant Principal

STRANAHAN HIGH SCHOOL

1600 SOUTHWEST FIFTH PLACE

FORT LAUDERDALE, FLORIDA 33312

DONALD L. DOBBS
Dean of Boys

HELEN B. OVERMYER
Dean of Girls

April 4,1968

Mr.Robert J.Stahl
Social Studies Dept.
Deland High School
Deland,Florida 32720

Dear Sir:

In reply to your recent letter, Stranahan High offers the following courses to Seniors :

Modern European History * Students purchase own books,includes AvC.

American Institutions* Aim is general citizenship education,includes units on: Economy
Foreign Affairs
Sociology
AvC
American Govt.

Basic Civics* For basic students (redding problems,etc.;by assignment)

* All seniors must take one of these

Electives include: Economics
Government
Social Studies Seminar (Special selection,includes Sociology,anthropology,psychology,and philosophy readings)

Stranahan will graduate approximately 700 seniors this year.

Concerning Sociology and Psychology, the problem of offering these courses, in my opinion, includes lack of trained personell and inadaquate texts. I had some part in the recent adoption of a new psychology text and I think the text by McKeechie & Doyle may be satisfactory.

In my opinion,sociology and psychology should be taught as a single social psychology course in order to cover the subject without overlapping. (We don't offer the course, however, my wife teaches it at South Broward HS)

If you are not already, I would suggest that you work through the Florida Council for the Social Studies in pursuing your program.

Sincerely,

Richard Goodhart,Jr
Social Studies Dept.Chmn.

Cocoa H.S.
Rockledge,
FLA
32955

March 28, 1968

Mr. Robert J. Stahl
Social Studies Department
Deland High School
Deland, Florida 32720

Dear Mr. Stahl:

In reply to your letter regarding the Senior Social Studies program, I am pleased to share with you our ideas. Next year we are going to put all social studies courses in a semester basis. Two years of social studies are required in Brevard County for the three year programs in Senior High schools. American History and the study of Communism are required, but we intend to offer a great many electives in addition. We shall encourage sophomores to take World History, World Geography, and Current Events. Juniors will have a choice of Economics, Psychology, Sociology, Florida History, Contemporay Affairs, Political Science plus World History and World Geography. Communism will be taught in Comparative Government and we shall encourage Juniors to take this in the Senior year. Seniors will have all the above choices available to them. All courses will be phased as Regular or Advanced with emphasis on independent study where it seems desirable. Please feel free to write to me again regarding our plans and let me have your ideas.

Sincerely yours,

C. B. DeVoe
, Chairman , Social Studies Dept.

BOARD OF PUBLIC INSTRUCTION

RIVERVIEW HIGH SCHOOL

4850 LORDS AVENUE SARASOTA, FLORIDA 33581

April 2, 1968

Robert J. Stahl
Social Studies Department
Deland High School
Deland, Florida 32720

Dear Sir:

I am enclosing copies of the course descriptions used in Sarasota County at this time. We teach all of the noted required courses and offer psychology as an elective at this time. Other electives have been curtailed because of tight teacher allocations and the fact that all students must take required social studies courses each year.

The following is a listing of unit and time allotments for our Problems of American Democracy course:

ECONOMICS 18 weeks

AMERICANISM VS. COMMUNISM 6 weeks

UNITED STATES FOREIGN POLICY 6 weeks

CURRENT UNITED STATES PROBLEMS: LOCAL-STATE-NATIONAL 6 weeks
(optional units based on student and teacher interests)

Perhaps this may be of some small help to you.

Sincerely,
Richard Hart
Richard Hart
Social Studies
Dept. Head

RH.

JUNIOR COLLEGE OF BROWARD COUNTY
3501 S.W. Davie Road
Fort Lauderdale, Florida
33314

May 15, 1968

Mr. Robert J. Stahl
Deland High School
Deland, Florida

Dear Mr. Stahl:

Due to an oversight on my part, I have neglected to answer your letter of February.

I am quite interested in your program of offering Psychology and Sociology on the high school level, since I feel that a conceptional understanding of these disciplines is most requisite for a young person's adequate interpretation of the world around him. I would be quite interested in knowing more about your courses such as the text and resource materials, and the instructional approaches you use.

I hope you will forgive my oversight in responding to your letter, and will keep me informed as to the progress of your program.

Very truly yours,

Neil S. Crispo

Neil S. Crispo
Director of Student Activities

NSC:mls

LAKELAND SENIOR HIGH SCHOOL
726 HOLLINGSWORTH AVENUE
LAKELAND, FLORIDA 33801

3/28/68

OFFICE OF THE PRINCIPAL

Social Studies Department
Lakeland High School
726 Hollingsworth Road,
Lakeland, Florida 33801

Dear Sir:

I am pleased to have the opportunity to share ideas with you concerning the Senior Social Studies course offerings. I am currently offering for seniors only, a course entitled Social Institutions. The course has three major sections of 12 weeks each, Sociology, Psychology, and Governmental Economics. I think that this program offers the student an interesting and challenging study of the science of society and the structure and functions of group interaction within the Sociology block; a valuable and challenging study of individual personality development and its relationships to hereditary and environmental influences coupled with the development of roles in an ever changing society; a stimulating study of the American economy, past and present, coupled with a comparative analysis of Socialism, Fascism, and Communism economies.

I feel that the above curriculum can be improved by allowing more time to each section. Therefore, we are contemplating the transition of these sections into a semester course each in the near future with the addition of Anthropology as a semester course.

I would appreciate any ideas and suggestions you may have concerning these areas for we wish to improve our curriculum and offer the very best to our students.

In closing, I want to thank you for your interest in curriculum improvement and I enthusiastically wish to join with you in this endeavor.

Sincerely,

Glenn Reynolds

Glenn Reynolds

McARTHUR HIGH SCHOOL

6501 HOLLYWOOD BOULEVARD, HOLLYWOOD, FLORIDA 33024

Telephone: 963-5300

April 15, 1968

JOHN E. AYCOCK
Principal

LLOYD B. AARON
Ass't. Principal

EDWARD R. MILLER
Dean of Boys

MRS. GRACE A. NORTON
Dean of Girls

MRS. JOAN E. COVERT
Director of Guidance

WILLIAM L. BAKER
SETH COLE
MRS. GRACE GRADY
Counselors

Mr. Robert J. Stahl
Deland High School
Social Studies Department
Deland, Florida 32720

Dear Mr. Stahl:

We have been offering Psychology and Sociology for two semesters each at McArthur High; however, beginning September, 1968, we will offer them a semester each. These are large classes (about 65 each) with two teachers. We use Sociology for High School, by Sanbrowsky, Oxford Company, and L. Englis' Psychology texts.

The large classes prohibit a great many activities, but each year we take about twenty Psychology and Sociology students to an annual Mental Health forum at The State Mental Hospital which is nearby. We have acquired quite a few transparancies in Sociology, especially in the areas of urbanization, Demography, and Cultures. Of course, we use films and other audio-visual materials when available. I would recommend "Gateways to the Mind" and "Thread of Life" for Psychology. These are free films from Southern Bell Telephone. Dance Little Children, from Florida State Board of Health, is also good. The subject is narcotics.

I hope this information will give you some idea of our program. We would be pleased to receive any materials or ideas from you. We are revising our curriculum and would welcome suggestions or materials in Contemporary History and Latin America.

Very truly yours,

Vida D. Hoffacker

Vida D. Hoffacker
Chairman, Social Studies Department

DCB

PENSACOLA HIGH SCHOOL
"A" AND MAXWELL STREETS
PENSACOLA, FLORIDA 32501

JOHN E. CHRISTIAN, PRINCIPAL
JOHN H. OELERICH, ASST. PRIN.
R. E. MABRY, ASST. PRIN.

April 1, 1968

Social Studies Department
Deland High School
Mr. Robert J. Stahl

Dear Sir:

I am only too glad to acknowledge your inquiry. However, I do not exactly understand what you wish me to do. I am sending you Pensacola High School's Social Studies' Curriculum. This may help some. We are now offering:

Problems in American Democracy - year course
Comparative Government(a course that explains the government of the United States and that of Communism-semester course) required
Economics
Psychology I semester course
Psychology II semester course
Florida History
Sociology - semester course
World History- three levels- Basic,average, top- required-year course
American or United States History- three levels- basic, average-top- required- year course.

We would welcome any new or helpful ideas which you or anyone may have.

Sincerely yours ,

Elizabeth Miles

Chairman Social Studies Department
Pensacola High School
Pensacola, Florida 32501

511 North 8th Street
Fort Pierce, Florida
April 22, 1968

Deland High School
Plymouth At Hill
Deland, Florida
(ATTN: Mr. Robert J. Stahl)

Dear Sir:

Receipt of your letter pertaining to social studies course offerings in the senior high school is hereby acknowledged. May you be informed that our current course offerings are as follows: world history, United States history, comparative government, geography and sociology.

Plans have been initiated to add two more offerings - psychology and Afro-American history - during the 1968-69 school year, if feasible.

Members of the department have discussed and are in the process of initiating plans to conduct a Team Teaching Program during the 1968-69 school year. The undersigned has been informed that the the Social Studies Department at your school is currently conducting a Team Teaching Program.

In view of the above statement, if it is correct, request is hereby submitted that the Social Studies Department at Lincoln Park Academy be granted permission to send two representatives to observe the Organization and functions of your program during the month of May, 1968.

Thank you very kindly for any information afforded and all considerations given concerning the request.

Respectfully yours,

David O. Prince

DAVID O. PRINCE,

Head Of Department

NORTH MIAMI SENIOR HIGH SCHOOL
800 PIONEER BOULEVARD (N. E. 137TH ST.)
NORTH MIAMI, FLORIDA 33161

DALE H. BOGGY
PRINCIPAL

DR. JOE HALL
SUPT. DADE COUNTY SCHOOLS

March 28, 1968

Mr. Robert J. Stahl
Deland High School
Deland, Florida

Dear Sir:

In regards to your letter of March, we here at North Miami High currently offer Sociology and Psychology as an elective subject to Twelfth graders. The teachers involved with the two subjects are:

Sociology	Psychology
Mr. H. Corn	Mr. H. Gulkis
Mr. M. Fallon	Mr. C. Price

We also offer a course called 'Social Studies Seminar' for outstanding, college-bound seniors. These are in addition to World History, World Geography, U.S. History, and American History and Government.

I suggest you write to any or all of the above teachers for an exchange of ideas.

Sincerely,

John J. Donohue

John J. Donohue
Dept. Chairman
Social Studies Dept.

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
TAMPA, FLORIDA

TURKEY CREEK JR.-SR. HIGH SCHOOL
ROUTE 5, BOX 463
PLANT CITY, FLORIDA 33566

ROYCE J. BURT, JR.
PRINCIPAL

TELEPHONE
PLANT CITY [redacted]
737-1447

Mr. Robert J. Stahl
Social Studies Department
Deland High School
Deland, Florida 32720

April 5, 1968

Dear Mr. Stahl:

Let me first thank you for your letter of the second; I hope to be of some help in your efforts.

Turkey Creek has only a student population of approximately 1,000 in grades 7-12. At the senior level, we now offer only Problems in American Democracy (PAD). We require all seniors to take PAD for a full year and include the state required Americanism vs. Communism unit in the last nine weeks of the school year.

It would be my plan to offer a number of electives in the social studies if we were able to have additional units in our department. As it stands now, we only have enough staff for the required courses. In my PAD classes I attempt to bring in much supplementary material in sociology, social psychology, psychology, geography, anthropology, contemp. history, and economics. This is perhaps attempting too much in too little time, but the students don't seem too bored !

If I can be of any further assistance please do not hesitate to contact me.

Sincerely,

Don Walker

Donald B. Walker

Cypress Lake Jr.-Sr. High School
Cypress Lake Drive
Fort Myers, Florida 33901

DALE E. HORTIN
PRINCIPAL

J. EDWARD TAYLOR
OLGA H. LOPEZ
ASST. PRINCIPALS

March 29, 1968

Mr. Robert J. Stahl
DeLand High School
DeLand, Florida

Dear Mr. $tahl:

I am assuming your reference to Senior Social Studies course offerings is to the 12th grade level.

I have found the textbooks available for Problems of American Democracy to be lacking both in content and challenge for the better student. This year I have offered units not previously included in the course and found some of them quite worthwhile. Included were cram-courses in psychology and philosophy. Lack of materials precluded sociology but both aforementioned units led into that area to some extent.

It would appear to me in attempting evaluation of results of these units that my students have a better understanding of their relationship to society and of the differences in attitudes and viewpoints prevalent in our society. I imagine that they feel a little more relaxed and comfortable in their present role and are able to be more objective in their thinking. They did more thinking, especially with philosophy, than with any other unit I have taught.

In this school we have administrative opposition to half-unit courses but leeway to teach what we please under a course title. On the basis of this year's experience we will vary offerings in five P. A. D. sections next year as follows:

Two sections, college preparatory, will be backed-up against English IV sections and some team effort will be made to offer more in the way of the humanities in connection with literature and philosphy. Psychology, philosophy, and sociology will be emphasized in these sections.

Two sections, college preparatory, will emphasize government and economics.

One section, for credit, will be traditional.

All sections will use current problems as basis for study of historical background.

I would be happy to receive a resume of the ideas you collect.

Sincerely yours,

Lawrence Daniels

Lawrence Daniels

SATELLITE HIGH SCHOOL

Scorpion Lane
SATELLITE BEACH, FLORIDA 32935
Phone 262-9511

P. M. PENTECOST, Principal
THOMAS E. SANDERS, Assistant Principal
CURTIS R. KYVIK, Business Manager

DAN THWEATT, Dean
KATHLEEN BRADY, Counselor
A. ROBERTS, Counselor
BETTY BARISH, Counselor

Mr. Robert J. Stahl, Chairman
Social Studies Department
Deland High School
Deland, Florida 32720

Dear Mr. Stahl

Although I am not quite sure what you want, and for why, I've enclosed in this letter the courses being offered here at Satellite during this 1967-68 school year, along with some practices and ideas of where we plan to go in this coming year.

Last April we began to think in terms of a continuious program of research and evaluation in social studies, that would involve an examination of our existing program, a revision and/or extension where need was indicated, followed by close evaluation throughout the year. We began by discussing our own capabilities in terms of what we were prepared to teach with the existing personnel. These department meetings were followed by a series of conferences with students to determine their attitude toward existing courses, and suggestions for additional offerings. The Administration worked closely with us, and gave a great deal of assistance in procuring Research and Evaluation material for our use.

As a result of these conferences with students, Administrator, other schools and among ourselves, we presented this following program and approaches:

A. 10th Year World Cultures:

All teachers involved in this course have the same planning period, which allowes them to collaborate on material etc. They are working in teams of two; one dealing in Europian and Latin American areas, while the other presents Asian and African studies. The classes are rotated at the end of the first semester, which presented an additional up lift in attitude for both the student and the teacher. With this system, we feel that those involved can spend more time "specializing" in their area, thus aligning a better program in terms of materials and methods for the coming year.

B. American History:

Again, the teachers involved share this same planning period. The team structure here is different in that the rotation occurs among three teachers every six weeks. There are two teams. The rotation system was started during the second semester because we have not quite completed the revision and improvement of our first semester program. We are coordinating the American History Program with our Junior High (next door).

C. Senior Electives: Semester Courses

1. Contemporary History: This course is essentially an international affairs program, dealing in the theory and and realities of post World War II. It allows us to convientently include seniors who have not completed the state required unit on Communism vs. Americanism. The course has a demanding reading program behind it and many materials for class, group and individual work. i.e. simulation experiment, national files, newspapers, reading shelves.
2. Anthropology;
3. Psychology;
4. Comparitive Religions; examines the ideas found in three major Eastern and three major Western Religions.
5. Economics; like the Contemporary History--well supplied with material, simulation, etc.
6. Sociology;
7. Humanities; though this course is now"owned and operated" within the social studies department, plans are being made to make it interdepartmental, as it is best taught on that basis.

Students are required to take six subjects per day with only $16\frac{1}{2}$ credits required for graduation. This system allows the student at least one elective per year, and with the number of semester offerings, he is sure to find something of interest. Though they are called senior electives, any student may enter the class--seniors, of course, get first choice, with remaining vacancies going to juniors, then to sophmores. World Cultures and American History are required of all for graduation.

There was some attempt to group these classes, using reading scores as a basis for the lower groups and overall precentile ranks for the higher group. Because of the physical facilities and teacher allotments, these groupings have not been altogether successful.

For the 1968-1969 school year we are beginning to build a three year Social Studies program for the slow student-- generally one identified as having emotional and/or reading problems. Since this is still on the planning board, I'll not say anything more about it.

Well, I hope this helps you out in your project. If I can be of any futher assistance, feel free to write.

Sincerely,

D. A. Geronimo, Chairman.

D. A. Geronimo

APPENDIX SECTION: F

THIS SECTION PRESENTS THE CURRICULUM GUIDE USED TO TEACH THE SENIOR SOCIAL STUDIES COURSE AT DELAND SR. HIGH SCHOOL, DELAND, FLORIDA, DURING THE 1967-68 SCHOOL YEAR.

THE COURSE CONTENT FOCUSED ON PERSONALITY THEORY, HUMAN GROWTH AND DEVELOPMENT, MARRIAGE AND THE FAMILY AND BASIC ANTHROPOLOGICAL CONCEPTS.

THE COURSE ENROLLMENT WAS 114 STUDENTS FOR TWO SEMESTERS.

ALSO INCLUDED IN THIS SECTION ARE HANDOUTS AND OTHER MATERIALS USED IN TEACHING THE COURSE.

PSYCHOLOGY

The complex world around us is filled with conflicts and frustrations. It is a world that demands our actions and our participation. Every day we are confronted with new change and challenges to the patterns of effective living; these must be contended with in our own lives. The human individual is realizing more and more that his very survival depends upon his ability to adapt to and with his social and physical environment.

Psychology, as a course of study at Deland Senior High School, is conceived as an experience designed to enable the student to make healthy and wholesome personal and social adjustments as he interacts with his environment. Psychology is briefly introduced as a science, and, for this reason, a basic core of information is investigated and explored early in the course. This is done in an effort to facilitate the effective erasure of the myriad of popular misconceptions, baseless stereotypes, unfounded social prejudices, and subjective myths that apparently plague the thinking of many persons in the world, and with which, they have learned to rationalize their conflicts, frustrations and unsound behaviors.

Our study will focus on the functioning and understanding of human behavior. Because behavior is an extremely complex phenomenon, it will be necessary to examine it by several means of study. Hence, introduced are many of the basic ideas and concepts included in the various aspects of the field of psychology.

The major emphasis of our study centers around the individual first -- both apart from and a product of his biological-psychological being and his environment. The Self and its growth will be stressed towards understanding the development of an adequate and adjusted individual.

Towards social adjustment is phase two of this course. To understand the individual in his social environment cannot be overstressed. Regardless of one's background, the individual must be recognized and studied within the context of his social and cultural environment - for only then can the student develop a true understanding of the entire Self. For this reason, it is necessary to introduce the major aspects of social life and social living. One's own society and culture must be examined in light of the norms, mores, folkways and values that influence the behavior of all members. We will be examining the basic institutions common to all societies.

Studying social conditions will undoubtedly bring us to a pin-pointing of causes and effects of major social and personal problems and conflicts. It is hoped that by identifying various conditions and causes of social and personal problems, a better understanding and working relationship will be achieved between the individual and the many aspsects of his society.

Only after we have recognized man as a bio-social-psychological being can we hope to realize self-adequacy and proper adjustment and functioning in today's world. The carry-over values to be derived from our study of Psychology can provide a basis for a much more productive adult life.

It is important to remember that we are not attempting nor will we ever attempt to "analyze" any individual; our goal is towards better understanding of human behavior. Our studies will relate primarily to cause and effect influences on human behavior as well as an examination of the Self.

Since much of the evaluation of this course- and most certainly its rewards- will rest on internal and attitudinal changes on your part, I can only state that if you are better able to answer the questions "What causes me to be who I am?" and "Who am I, really?" in June than you are now, I will have succeeded in part in making you at least a little more adequate as an individual human being.

General Objectives:

1. To help students understand themselves and the nature of their own personality.

2. To help students better cope with thier own anxieties and problems.

3. To help students increase their ability to understand the behavior of others.

4. To help students increase their ability to live and function harmoniously with others.

5. To help students learn to deal effectively with their physical and social environment.

6. To help students understand the influences upon their behavior exerted by the society and culture of which they are a part.

7. To help students develop an understanding of social problems, especially their causes and the effects on those who are the victims of these problems.

8. To help students understand that psychology is the study of the bio-psychological-social being.

9. To help students erase the many false ideas and stereotypes about psychologists, students of psychology, and the subject-content of psychology itself.

10. To help students understand that their exists several theories to explain human behavior.

11. To help students develop a more adequate self-concept.

Specific Objective:

1. To gain an appreciation for the concept of objectivity.
2. To learn to formulate logical, unbiased conclusions and generalizations based upon empirical data.
3. To gain a knowledge of the various theories and concepts of Psychology and its related areas.
4. To learn that all behavior is both caused and purposeful.
5. To understand how behavior is influenced by both biological and social conditions.
6. To gain an appreciation for the importance of an adequate self-concept representing an adequately adjusted self.
7. To gain an appreciation for the techniques of self-examination.
8. To increase comprehension and use of psychological terms, especially accurate definition of psychological terminology.
9. To learn to think critically.
10. To learn the various aspects of human growth and development.
11. To learn the basic institutions and types of forces that tend to regulate and sanction social and individual behavior.

I. Individual Behavior

A. Human Growth
1. The new human
a. Before conception
1). Genetics
2). Heredity
b. Moment of procreation
2. conception to birth (pre-natal growth)
a. month by month growth
b. environmental affects
1). Improper womb environment
2). Unhealthy mother
c. Characteristics of growing embryo
3. Birth to adulthood
a. Period of the neonate
b. Infancy
c. Early childhood
d. Late childhood (pre-pubical)
e. Adolesence
1). Puberty
a). Females
b). Males
2). Psychological effects on individual

B. Human Development
1. The new human
a. Genetics
b. Pre-determined development
c. Womb environment
2. Effects of environment
a. Love factor
b. Family
c. School
d. Peer group
e. Society
f. Physiological-biological
3. Towards developing the individual
a. Intelligence
1). Fixed intelligence--genetics
2). Aquired intelligence--environmental
3). Nature of intelligence
a). How it is determined
b). How it is measured
4). Mentally-ill
5). Case studies and research
4. Learning
a. What it is
b. Practicing to learn
c. Methods of learning
d. Examples of learnin g
e. Relationship of learning to intelligence

f. Environmental factors affecting learning
g. Processes of learning
h. Studies and research
    1). Pavlov
    2). Hawthorne affect

5. Thinking
a. Introduction to the process
b. Types
    1). Convergent
    2). Divergent
c. Conditions affecting thinking
d. Research and studies

II. Personality

A. Characteristics of personality
   1. Behavior
      a. Introvert
      b. Extrovert
      c. Ambivert
   2. Features
      a. Inner personality
      b. Overt personality

B. Development of personality
   1. Influence of invironment
      a. Family
      b. Society (culture)
   2. Influence of individual
      a. Physical organism
      b. Mental state

C. Personality Theory
   1. Behaviorist or External school
      a. Stimulus-Response psychology
         1). Pavlov
            a). Concitioned responses
            b). Work with animals
         2). Relationship to humans
      b. Stimuli-organism-response psychology
         1). Sigmund Freud
            a). Psycho-analysis
            b). Three systems of personality
               i. Id
               ii. Ego
               iii. Superego
         2). Charcot
            a). Hypnosis
            b). contribution
         3). Breuer
            a). Free-association
            b). Contribution
   2. Perceptual or internal school
      a. Perceptualist's concept of man
      b. Self-concept
      c. Perceptions
         1). Sensations
         2). Meanings
      d. The adquate self

D. Qualities of an adequate personality
   1. Personal adequacy
   2. Social functioning

E. The abnormal personality
   1. Causes
   2. Characteristics
   3. Treatment
   4. The Adjusted personality

III. Marriage and the family

A. Differences between man and woman
   1. Why women live longer than men
   2. The private worlds of men and women
   3. Differences in attitudes between love and sex

B. Dating, mate selection, and engagement
   1. Going steady in high school
   2. Dating in college
   3. Do "opposites attract" or do "like marry like"?
   4. Attitudes towards inter-faith marriages
   5. Should men marry older women?
   6. Why all these young Marriages?
   7. Factors in broken engagements

C. Love
   1. Role of love in human development
   2. Expressions of love
   3. Heterosexual love relationships
   4. Infatuation vs. growth
   5. Emotion vs. reason

D. Intimacies before marriage
   1. Sexual codes of teen-age culture
   2. Attitudes of college students towards pre-marital sex
   3. Unwed parents--their position

E. Laws regulating marriage and family life
   1. Legal regulation of marriage
   2. Marriage and divorce laws

F. Adjustments between husband and wife
   1. Dynamics of the marital relationship
   2. Don't expect too much sex in marriage
   3. Reciprocal interdependence

G. Men as earners
   1. Career as a lifetime choice
   2. Importance of a college education in career success
   3. Helping the college woman choose her role
   4. Young women: look before you weep

H. Family finances
   1. A look at the family and its finances
   2. Budgeting

I. Nucleus of the family
   1. The inner world of the family
   2. Participation of parents and teenagers in the family
   3. Kin-family network

J. Severe stresses in the f mily
   1. Alcoholism
   2. Unemployment
   3. Adjusting to the death of a loved one
   4. Raising of children
   5. Psychotic-neurotic behavior or illness
   6. Extra-marital affairs

K. Conflicts, divorce, and readjustment
   1. Resolving family conflicts
   2. Unsuccessful marriages that stay together
   3. Divorce as an escape mechanism
   4. Is there any right amount of alimony?
   5. Remarriage

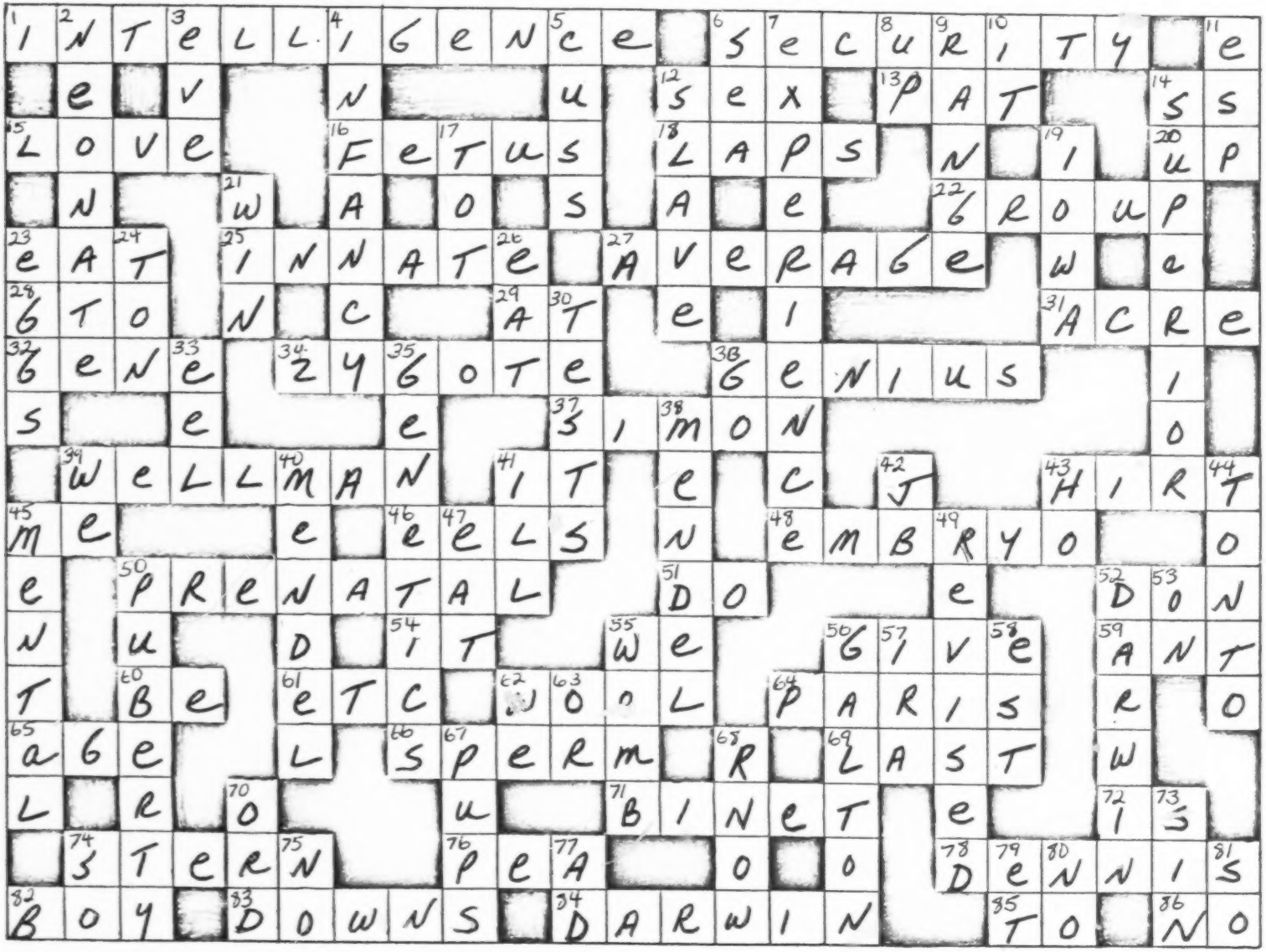
L. Questions of heredity
   1. The new baby
   2. Will yours be a normal child?
   3. The Rh factor
   4. Two for one
   5. How many chilfren do young people want?
   6. Parenthood as crisis

ACROSS

1. Binet studied this
6. Linus _____ blanket
12. male or female
13. _____ on the back
14. steamship (abbr.)
15. Harlow studied mother _____
16. late period in womb life
18. race track lengths
20. not down
22. individual or _____ I.Q. tests
23. consume
25. inborn; at conception
27. I.Q. level of most people
28. car model
29. about time (abbr.)
31. land measure
32. hereditary material
34. union of egg and sperm
36. highest I.Q. level
37. helped Binet
39. helped disprove fixed intelligence theory
41. indefinite pronoun
43. Al _____, trumpet player
45. myself
46. snake-like fishes
48. first 7 weeks after conception
50. period before birth
51. _____ unto others.....
52. Drysdale's first name
54. same as 41 across
55. us
56. to donate
59. an insect
60. "To ___, or not to ___,..."
61. and so forth
62. what sheep have
64. where Binet worked
65. chronological _____
66. male reproductive cell
69. not first
71. developed first I.Q. test
72. Love _____ great
74. developed I.Q. formula
76. Mendel worked with these
78. helped disprove pre-determined development theory
82. young man
83. mongoloidism or _____ syndrome
84. wrote Origin of Species
85. sounds like two
86. not yes

DOWN

2. classification of a new-born
3. first woman
4. one's first two years
5. to say a "BAD" word
6. the Carribean
7. we learn through _____
8. opposite of down
9. oven, stove or _____
10. indefinite pronoun
11. extra-sensory perception (abbr.)
12. former status of blacks
14. I.Q. score between 120-130
17. small child
19. Wellman worked here
21. object of a game
23. female reproduction cells
24. two thousand pounds
25. to consume
30. the Army gives group _____
33. snake-like fish
35. study of biological reproduction
36. on your mark, get set, ___
38. discoverer of genetic traits
39. us
40. same as 38 down
41. sick
42. Watson's initials
43. what Santa might say
44. Lone Ranger's partner
45. of the mind
47. consume
49. Stanford _____ Binet's test
50. time of biological maturity
52. evolution theory teller
53. turn ___ the lights
55. place of prenatal life
56. supported fixed intelligence theory
57. Dr. _____ J. Gordon
58. Eastern Standard Time (abbr.)
62. us
63. conjunction
67. Snoopy was once one of these
68. tests find out how much you _____
70. ordained (abbr.)
73. Adam committed the first one
74. _____ What!?
75. negative reply
77. something found in newspapers
79. _____ Tu, Brutus
80. opposite of yes
81. Southern Ohio (abbr.)


1 I 2 N T 3 e L L 4 I G e N C 5 e 6 S 7 e C 8 U 9 R 10 I T Y 11 e
e V N U 12 S e X 13 P A T 14 S S
15 L O V E 16 F e T U S 17 18 L A P S N 19 I 20 U P
N 21 W A O S A e 22 G R O U P
23 e A T 24 25 I N N A T e 26 27 A V e R A G e W e
28 G T O N C 29 A 30 T e I 31 A C R e
32 G e N e 33 34 2 4 35 G O T e 36 G e N I U S I
S e e 37 S I 38 M O N O
39 W e L L 40 M A N 41 I T e C 42 J 43 H I R 44 T
45 M e e 46 e 47 e L S N 48 e M B R Y O O
e 50 P R e N A T A L 51 D O e 52 D 53 O N
N U D 54 I T 55 W e 56 G I V e 58 59 A N T
T 60 B e 61 e T C 62 63 O O L 64 P A R I S R O
65 a G e L 66 S 67 P e R M 68 R 69 L A S T W
L R 70 71 B I N e T e 72 I 73 S
74 S T e R 75 N 76 P e 77 A O O 78 D 79 e 80 N N I 81 S
82 B O Y 83 D O W N S 84 D A R W I N 85 T O 86 N O

Mrs. Johnson had lived in the small Southern community of Mascotte for nearly all of her sixty years. Because of this background, she had become increasingly intolerant of Blacks as the integration movement spread throughout the South. To her, niggers were no damn good.

She helped run the boarding house with her husband for twenty years. After he died eight years ago, she not only found the boarding house a heavy burden on her energies but realized it as her sole source of income.

Recently new apartment houses in the town began draining off many of her boarders. She found it difficult to find anyone to stay with her.

Then one night, in the middle of a cloudburst, someone knocked at the door. She opened the door of her vacant boarding house to welcome the guest who stood there dripping wet. "Have you a vacant room?" he asked.

Suddenly she realized the man was Black. She stood there for a second, then ...

MONKEYING WITH EVOLUTION

By
Art Buchwald

A new book will soon appear on the market that will cause a sensation in scientific circles. It is titled "The Naked Man" and it was written by Frederick the III, a chimpanzee attached to the Rockefeller Institute. Frederick the III was involved in some enzyme experiments at the institute that took up only a few hours of his day. Because he was restless, the directors gave him a typewriter to play with. You can imagine their surprise when instead of just messing around, Frederick wrote a book.

Frederick's book, and this is the shocker, says that all chimpanzees, monkeys and apes evolved from man. He says that man was the first primate, before there were apes of any kind.

Frederick is not certain when man first appeared on Earth, though he suspects it was at least 30-million years ago. As time went on and man went through many stages, he started to develop many ape-like qualities until today it is easy for apes to identify with man and realize how much they have in common.

Many apes and chimpanzees are horrified to think they resemble man in any way and a chimpanzee named Treetop, with the National Institute of Mental Health, has written a paper denouncing Frederick the III's thesis. Treetop maintains that although in some respects man is looking more and more like apes, the ape could not have possibly evolved from man. He has attacked Frederick the III's research on the grounds that, except for the few men he has contacted at the Rockefeller Institute, the only other men he has observed are flower children in the park that he can see from his caged window.

Frederick says in his book that the similarities between apes and man are greater than one might think. Man today is behaving like apes used to behave before they were civilized. Man puts great emphasis on territory and seems to be willing to kill to protect his turf. As a lower form of ape, man is unable to deal with any situation without screaming and shouting. Frederick cites examples where men have been placed in large apartment buildings for lengths of time and have gone beserk.

Treetop says that man's behavior is more similar to rats than to apes, and while man behaves irrationally in almost any situation and may resort to extreme measures when endangered, it does not follow that just because men beat their chests and growl they belong in the ape family.

Treetop disagrees. He maintains that man has gone as far as he'll ever go, and hasn't changed from the day he was born. The instinct in men to destroy is so strong that it is slander to classify them in any way with apes.

Frederick's response to that is to cite King Kong's destruction of the Empire State Building as something man might do.

Treetop says King Kong was an exception to the rule, and it's unfair to use one gorilla's behavior as a sample.

In any case, when the book comes out there will be a continuing controversy about it. On one side will be the apes who would hate to acknowledge they have inherited any characteristics from man. On the other side will be those monkeys, chimpanzees and gorillas, who will admit that some of their traits are possibly man-evolved, and will now try to deal with the problem in an ape-like way.

EVOLUTION THEORY SEVERELY JOLTED

by

Willard L. Henning, Ph.D.

Recent geological discoveries of fossils in more ancient geological strata of rocks have severely jolted the very foundation of the uniformitarian theory. According to this theory, lower plants and animals have gradually originated and developed into higher, more terrestrial plants and animals with increasingly more complex development taking place through the millions of years of geological history.

For example, the earliest rock layers, usually the deepest, contain a few of the simplest forms of ocean life such as sponges and certain algae. The next earliest deposits belong to the Cambrian period, estimated to be 440 to 520 million years old. These deposits, presumably all marine, are claimed to contain all the main groups of the animal kingdom except vertebrates. Fossils of pollen of vascular plants, as well as human footprints, also, have been found recently in these deposits; although, according to the uniformitarian theory, only the simpler and more primitive marine animals had evolved by this period of geological history.

Following the geological time scale, based on the theory of evolution, fishes were supposed to have developed during the Ordovician Period. Land plants developed and first appeared during the late Silurian and Devonian Periods, and amphibians crawled out of the water and began breathing air. Reptiles appeared in the next, in the Permian Period; and the first mammals were supposed to have originated during the Triassic Period. Later, during the Jurassic Period, the first birds developed. The earliest of the higher types of seed plants originated during the Cretaceous Period; and, finally, man appeared during the latest or Tertiary Period. On the basis of these assumptions certain key or "index fossils" are used to identify a given strata as to which geological period it belongs.

Serious Objections

A few very serious objections to the theory of uniformitarianism should be pointed out briefly: (1) At no place on the earth's crust have all eleven of the so-called periods of rock strata been definitely recognized. (2) Usually not half that number are definitely claimed. (3) In some western states the strata occur in reverse order over sizable areas.

Within the past year several genuinely human footprints and prints of soles of sandals with trilobite fossils of Cambrian types have been recognized in Utah by William J. Meister. This discovery has been confirmed by geologists and clear illustrations are given in Creation Research Society Quarterly, December, 1968. The article is entitled "Discovery of Trilobite Fossils in Shod Footprint of Human in 'Trilobite Beds'" (pp. 97-102). In a

later article of the same quarterly entitled "The Revelation of Palynology," Dr. Wilbert Rusch, Sr., reports on findings of fossil evidence of vascular plants, especially fossil pollen grains of higher plants in Cambrian deposits. These were not supposed to have originated until the Devonian Period, at least 110 million years later!

In the December 15, 1968, "Bible-Science News-letter" (published by Bible-Science Association, Inc., Caldwell, Idaho) convincing evidence for genuinely human footprints, both bare and with moccasins, occurring in the same layer of rock with petrified dinosaur tracks, is clearly presented. The excavations and studies from the Paluxy River bed, near Glen Rose, Texas, were under the direction and supervision of Dr. Clifford Burdick, a mining geologist. (Title of article is "Search for Man Tracks in the Paluxy River," pp. 1,4 and 5, by Stanley E. Taylor).

Time Discrepancy

Geological estimates for one of the well-known types of primitive men, the Java ape man of the Pleistocene time, are listed as 400,000 to 500,000 years ago. Other estimates, however, place the origin of man at one million years ago. There is quite a discrepancy between one million and 140 million years when dinosaurs were to have thrived during the Jurassic Period. Still greater is the discrepancy of one million years for the first man, as claimed by geologists, and the 460 million years ago when primitive and higher invertebrates were supposed to have thrived in Cambrian seas. However, on the basis of fossil human tracks and pollen of vascular plants, land evidently was present between the Cambrian seas, and modern types of life existed. My authority for geological references is Introduction to Historical Geology by Raymond C. Moore, 2nd, 1958 (McGraw-Hill Book Co., N.Y.).

If the theory of uniformitarianism is used to account for an extremely long period of gradual "evolution" or changes during the earth's geological history, and if the theory of evolution is the basis for changes in sequences of plant and animal life, it is obvious that an undermining of the theory of evolution will leave both theories without a firm foundation.

THE INHERITANCE

Not long ago a wealthy Southern shipowner, fatally injured in an accident, was rushed to the hospital. Though he was presumed dead on arrival, a team of doctors put forth heroic efforts to get his heart beating again. They succeeded, and kept it going, weakly and erratically, for some 40 minutes. When further efforts failed, they finally pronounced him dead. Meanwhile, during the same critical 40 minutes, a baby girl was born to the shipowner's only daughter. The daughter had married against her father's wishes. As a result he had disowned her, though setting aside $100,000 for any grandchild who might be born before his death.

Was the new baby entitled to the inheritance? Was her grandfather dead when he got to the hospital, or was he alive?

Certainly, by all traditional standards, he was dead. Dead when he got to the hospital, dead when they got through with him. And yet doctors these days do frequently resuscitate patients who, not so long ago, would have been considered quite irrevocably dead. They labor mightily, restore the heartbeat, and by and by the corpse is up and smiling. If the shipowner had got up smiling, he would have been indisputably alive. This being so, could he really have been dead on arrival?

When did he die?

Billy and Tom were life long friends. Everything they did was with the other in mind. They had even considered going into the ministry together but had decided against it at the last minute.

Both were happy with the way things had worked out for them in the Army. They had joined the Army on the "buddy system" to insure their friendship would continue. Camp Bingo was a minor supply base miles from any enemy action.

Things couldn't have been more perfect for the two.

One day, while on a routine scouting mission just outside the Camp, an enemy soldier suddenly opened fire on the two and hit Billy.

Seeing Billy fall, Tom turned and saw the sniper running through the bushes. Tom aimed his rifle and pulled the trigger. No shot! His gun had jammed. He immediately started to chase the sniper.

Moments later he came upon the sniper who lie sprawled on the grass. He had tripped over a log and broken his leg. He began crying aloud "I surrender!! I surrender!!" as Tom approached.

Tom fastened the bayonet to his gun, glanced over his shoulder in the direction of Billy and ...

INTRODUCING SOME SOCIOLOGICAL PRINCIPLES

Institution - a set of norms integrated around a major societal function:

Institutional structures:

A family then, is not an institution; the family is. That is, the fact that our social norms call for group whose members are to have certain regulated role behavior towards one another and that this group is responsible for the essential social function of the reproduction of new members means that we have a familial institution. Hence, we are seeking generalizations about the social organizations about other institutions.

The ultimate goal of the sociologist is not to provide descriptions of social groups in some given time or place, but to make universal generalizations about social life. He studies institutions, therefore, because knowledge of the sets of norms which govern universal institutions meeting the same needs in other societies, and such comparison will highlight the universal features of social life. One cannot observe the values on which an institution is based. One can only observe human behavior; the norms must be inferred from the patterning of the behavior. One of the first things a sociologist does in analyzing an institution is to examine the structure.

Every institution, in order for its function to be performed, has a division of labor among its participants. Among the many norms linked together to make up the institution are those governing or defining the various roles necessary to the performance of the institutional function. Not every person who participates in a given institutional structure has exactly the same behavior as every other person in the same role. Much of his social life takes place outside the immediate jurisdiction of one institution (ex. a father at home is also a laborer in industry). It is when the expectations of one institution interfere with those of another that we speak of role conflict (ex. a working mother). Trying to balance the requirements of sometimes conflicting roles can lead individuals to behave differently within the same institutional framework. So too, each of us brings his own personality to any group in which he participates; we may all conform to its major norms, but our behavior will vary in many small ways. Sociologists are concerned, of course, with the place of each institutional function in the ethos of a culture, since an emphasis on any one institution reduces the amount of time and energy that can be alloted to the others. The dominance of a single institutional structure is less likely for the majority of the people in an urban society. Institutions vary in the degree of control the institution has over the life of its members. To the extent that an individual's life is controlled by one institution, he must have fewer relationships to other institutions (ex. a priest).

Institutional Functions:

Societies must reproduce new members, socialize them, give them a sense of purpose, and provide for the maintainance of order and the distribution and production of goods and services. Each of these major functions is performed through some social structure and that structure is regulated through a set of related norms, an institution. It is simple to diagram the necessary relationships between structures and their functions (ex. reproduction occurs in the familial institution). This, however, is an analytic exercise, not a total description of a society.

Every institution centers around a fundamental need, permanently unites a group of people in a cooperative task, and has its particular body of doctrine and its technique or craft. Institutions are not correlated simply and directly to their functions; one need does not receive one satisfaction in one institution. Responsibility for the major functions is usually carried out or divided among several structures.

Institutions: A set of folkways and mores integrated around a principle function of the society.

The following are characteristics of all institutions:

a) internal cohesiveness
b) permanence
c) universality
d) centers around a fundamental need
e) contains a doctrine or a set of rules
f) divisions of labor

Also, they are the sum total of the patterns, relations, processes, and material instruments which reflect major soial interest.

Sanctions: The rewards or punishments used to establish social control...that is, to enforce the norms in a society. These may be applied in various ways, or from using physical force to symbolic means. These are used to force or persuade an individual or group to conform to social expectations.

The sanctions through which power is exercised, may be either formal or informal, and they may be either physical or psychological. As the basis of sanctions, at least four aspects of power must be taken into account:

a) its amount or quantity
b) its distribution among individuals or groups
c) the purposes for which it is used
d) the means by which it is applied

The basic purpose of sanctions is to bring about conformity, solidarity, and continuality of a particular group. This may involve a balance of power among the contending groups.

Types of sanctions: The particular devices which are brought into play by those who have the power and who aim at some particular objective. Sanctions may be regarded as either positive (those which elicit and facilitate responses by rewards) or negative (those which inflict pain or threaten to do so).

Praise - a reward in words, especially from a higher stata to a lower stata.

Flattery - undue, exaggerated, and somewhat false praise, usually set up for more ulterior purposes in dealing with others. It appeals directly to the ego and is a particularly effective device in a society dominated by individualism and desire for material goods, though it is effective in any society where prestige plays a part in control.

Persuasion - a form of suggestion which plays a part in the three listed below as well as others:

Indoctrination - though often different in motive, all condition
Advertising - persons to act along lines which they like or
Propaganda - imagine they like.

Closely associated with praise and flattery are rewards, badges, or other tangible objects drawn from a limited supply. These not only confer prestige, but have a valuable control effect on the recipient and vicariously, on others. Other material symbols are insignias and uniforms.

Gossip- helps make myths and legends and is effective in formulating public opinion.

Satire - a combination of humor and critical logic put in a sarcastic way, is highly intellectual and hence distinctly limited means of control.

Laughing at others - one of the oldest sanctions. It bespeaks superiority and is highly effective, since it tends to mark off and isolate its object from its followers.

Commands - a direct verbal form of ordering and forbidding, and is the oldest form or means of negative control through words.

Threats - the most severe form of verbal sanction. Yet, to be fully effective, they must be backed by physical force or the appearance of power to deny action.

Censorship - a restraint on the expression of opinion and is usually a command of someone in authority to stop an expression of fact or opinion.

Overt action - the final sanction when no other means is seen. This method or action is forced, and not voluntary, and involves fines, imprisonment, torture and even death.

Functions which are intended and recognized are called manifest functions; unrecognized or unanticipated consequences are called latent function.

The significance of institutional analysis for sociology rests in the fact that the total social structure of a society and its functions, both manifest and latent, can be seen efficiently in a description of its major institutions and their relationships.

Institutions are not static. Like any other part of culture, they change through time.

Sociology is basically concerned with the universal forms of institutions -- that is, those forms found in all societies.

Human beings must be social to survive. That man could not exist longer than one generation without biological interaction is, of course, obvious: procreation requires interaction. Man is a member of a social species, a species which cannot survive unless its members are organized into groups and societies which, in turn, develop a culture to meet shared needs. It is these minimum needs which result in the universality of certain basic structures and, from them, certain general functions.

The nature of the specific structure may vary from society to function because the functions are universal.

Universal Social Function:

In any human society, some set of social structures must be organized to provide five functions necessary for survival of the society:

a) replacement of population
b) socialization of new individuals
c) maintainance of a sense of purpose
d) production and distribution of goods and services
e) preservation of order and protection from external forces

a) Replacement of population - Sexual reproduction is not, it is true, the only way of bringing new members into a society. Annexation, the acquisition of slaves, and immigration are means of recruiting people. For the bulk of its new members, therefore, generation after generation, a society depends primarily on sexual reproduction. There is no society which does not have a set of norms governing the reproduction of new members. The function of reproduction is so obvious that its crucial importance for societal survival is often overlooked. Marriage is the formally recognized method in which the sexual acts of reproduction (procreation - conception) are made legal.

b) Socialization of new population - In any on-going society, there must be some structure which has as its function or consequence the teaching of new members. Merely having replacements is not sufficient; the replacements must learn culture which dominates the society. They must be taught the basic values, or ethos, around which the normative system is organized. Each member must develop, sooner or later, a sense of self. He must learn to curb his own desires when they interfere with the reasonable expectations of others. He must, in short, adjust to social living. Socialization is carried on both formally (schools) and informally (conversation), and it is also a function of the family to aid in socializing the new members.

c) A sense of purpose - Societies must, in some way, motivate their members to maintain the conviction that life is good and worthwhile. In other words, people must be imbued with a sense of purpose. They must be convinced that fitting into the social structure as they do -- that meeting the expectations of the culture -- is worth the effort. A society lacking definite norms to regulate morals and social conduct is called "anomic." In an anomic situation (such as a sudden economic depression), when the old rules no longer seem to apply and no new ones are immediately forthcoming, people do not know what is wrong or right or what the expectations are, and they lose their structure called Religion.

d) Production and distribution of goods and services - A society without economic specialization would be one in which each individual worked to satisfy his own wants and needs and no one worked to produce anything for anyone else. No such society exists.

The division of labor extends far beyond what is necessitated by differences in age and sex. The cumulative nature of culture results in the assignments of certain tasks to certain social categories and these, in time, become institutionalized. The economic structure and set of values governing it differ radically from society to society.

e) Preservation of order and protection from external forces - Some structure within the society must result in this task. Two facets of order are necessary; the society must not destroy itself from within, and it must not allow itself to be destroyed from the outside. The folkways and mores which serve to order a society internally are enforced through formal and informal sanctions. The implementation of this function is essential to the continuality of a society. If a society reached a point where its members failed to abide by the basic rules then that society would be doomed. It is equally necessary that a society prevent its destruction by allowing outside forces to conquer it. Most societies have elaborate systems of laws and regulations, and impersonal police and court systems to maintain order. Also, armies and other systems of order or defense have been devised for their protection from without.

Interdependence of functions: Each of the above functions is by no means separate from the others. If any of these functions is not performed, the society, and hence all the other functions, would come to an end. The functions are an interlocking system which make the maintainance, stability, and continuity of social life possible. It is because of this web of inter-relationship among the functions that a change of any one of them is certain to have repercussions in all the others.

Every society operates under some set of rules. Every group has certain regulations which its members learn. On the basis of what they have learned, individuals are able to predict the behavior of their fellows. Most people learn the basic rules so well that, under ordinary conditions, they are not even aware of them.

Values - assumptions, largely unconscious, of what is right and important. The quality of desirability believed to inhere in an idea, object or action. Values are accepted, in time, by the group in certain orders of priority. The ethos, or fundamental characteristics of any culture, is a reflection of its basic values.

Norms - group-shared expectations. A set of expected behaviors can be associated either with a certain situation or with a given position in the social structure. It should be realized that not all norms - or even most of them - are written down or legalized. Most of the understanding which we share with other members of our society are informal.

> Folkways - norms which are not looked upon as being extremely important, or norms which can be violated without severe punishment. Folkways are rules which most people expect most other people of the same society to obey most of the time.
>
> Mores - mores differ from folkways in the amount of importance the punishments meted out to violators. The mores are not open to question. In learning his culture, the individual so thoroughly internalizes the mores that he seldom thinks of them as rules.
>
> Laws - the most certain of all the social norms, laws, are laid down to establish or maintain the rights, duties, and liberties of the members of the state. Rights imply a two-way relationship, in which one person owes the other a duty and the other person benefits thereby. Liberties and responsibility always go together.

The normative structure of a society is a set of inter-related parts. The patterned behavior, or culture, of any society is a function, or consequence, of that structure. A major change in any one part of the structure is certain, therefore, to bring about changes elsewhere.

The effectiveness of sanctions may be measured by personal and group power. Power involves amount of sanctions, distribution among members of a given society or group, aim as to their use, and means of application. The means of applying sanctions range from the use of physical force to a variety of symbolic devices.

Sanctions themselves become norms:

Every society is characterized by an interplay of those forces that make for cultural stability and those that make for change. We say a culture is stable when a condition of equilibrium of patterns and processes is its basic feature. In contrast, a culture marked by rather extensive alteration of its patterns and resulting disequilibrium is said to be dynamic. Cultures may be modified in either of two ways: by diffusion -- that is, by borrowing traits or patterns from other cultures -- or by the invention or discovery of new cultural elements within the society. In either case, social change will result.

Invention and Discovery:

It is difficult to draw a line between discovery and invention. The former represents perception of relations between elements not previously recognized or understood (ex. the wheel). This relationship may have been deliberately sought for, or it may have been found by accident. Invention is a combination of known elements or devices into a new form (ex. a car). In a sense, discovery is fundamental to invention. Inventions occur in both material (ex. an automobile). Invention may be classed into two sorts: empirical and planned.

a) Empirical - generally grows out of trial and error attempts to improve some device already at hand, or out of accidental discovery of a technique.

b) Planned - this method provides us with the means of directing and even predicting the results.

We may well ask what stimulates inventiveness in the individual. The old proverb that "necessity is the mother of invention" requires qualification. Recurrent need may or may not induce inventiveness. "Invention is the mother of necessity" is to say that once an invention has become accepted as a new element in a culture, it may set up wants and motives not previously present in the society. It is the existence of sufficient leisure for calm and deliberate examination of devices that is important. An element of curiosity must be present.

Without reference to the effect on culture and the society, inventions may be classed as primary or basic and as secondary or "improving."

a) Primary - are illustrated by such things as the discovery of fire, or the wheel. These are basics from which other things can build.

b) Secondary - those which have to do with improving or modifying other things, inventions, or discoveries (ex. the jet aeroplane).

In order to survive, an invention must have some definite relevance to the existing culture. Both basic and improving inventions depend on the state of knowledge and skill in a given society. (We cannot ignore the place of capitalism as a stimulant to both invention and discovery). The social attitudes and values are important along with the importance of knowledge and skill needed by the society. What a culture demands and what it values highly will help direct its inventors.

"The run of attention" in a society has much to do with the particular direction which inventions will take.

It is easy to assume that inventions are the result of the innate ability of a few chosen people. There is no doubt that, given the proper cultural stimulus, the stratum of superior individuals will furnish the inventors. Yet, what the superior person will do with his capacity depends upon the society and its culture. The inception and direction of invention depend, therefore, on culture, as well as superior knowledge. "The great-man theory" of history -- does history make great men, or do great men make history?

We often fail to realize that the capacity to use and benefit from any invention or idea is a vastly different thing from the initiation of the idea or invention and discoveries do not depend on one particular exceptional person alone, but also on the nature of the culture out of which the new elements in the invention arise. Great men alone do not make inventions, but neither can culture as a body of knowledge alone induce them.

Diffusion:

This is the borrowing and accepting of culture or patterns from other social units or individuals. Ordinarily, diffusion is thought of as a movement of traits through space. In this sense, it is not to be confused with transmission of culture which has to do with passing of traits and patterns through time. The elements of culture may diffuse between any group or individual to any other group or individual. As a rule, fashion spreads from upper to lower classes and urban ways are diffused to rural localities. Diffusion can either be direct or indirect. Indirect diffusion is the spread of traits without physical contact. Direct diffusion occurs when persons have actual physical contact. The first is illustrated in migration and colonialization, by contact through war and trade, and by work of religious missionaries. The second is witnessed in the spread of printed materials, by the radio, and by the infiltration of ideas and goods in commerce carried on without direct personal contact. The spread of culture is not always from the more advanced to the less advanced groups. It is often reciprocal. War and conquest have been important factors in diffusion. It is generally accepted that diffusion is more important than invention in the total building of any culture. Of all the items in any given culture, more are borrowed from other peoples than are invented. Thus, other things being equal, it is easier to borrow than to invent. Culture traits and patterns diffuse at different rates. Rarely is any trait, unless it is of material nature, borrowed by people without some modification at their hands. Diffusion may go on in an informal and almost unconscious way, or it may be a conscious attempt to foist an alien culture on another society.

The factors in the rate of diffusion:

a) availability of transportation and communications.
b) resistence to cultural changes
c) prestige of the diffused culture and its people
d) conquest of one people by another
e) migration, especially "en masse"
f) the need for some new element to meet crucial situations
g) the adaptability of the recipients of the new culture

The acceptance of innovations is qualified by the nature and extent of the changes, by the rate at which they are introduced, and by the degree of readiness of groups for a given modification in, or addition to, their culture. Societies differ in their receptiveness to change. Changes of wide scope will tend to induce more reaction than minor changes. One factor contributions are more readily accepted than many factors presented at the same time. Changes in one field often dislocate factors in other fields.

Often new needs arising from rather sudden material changes have not been adequately satisfied. In other words, the previous integration of the major parts of a total culture has been disturbed by these changes. This differential in the rate of change is called "cultural lag"-

> Cultural lag - the thesis is that the various parts of modern culture are not changing at the same rate, some parts are changing much more rapidly than others; hence, when one part of culture changes first or more rapidly, there is frequently a delay in the changes occassioned in the dependent part of the culture.

Social disorganization refers to the breakdown of the societal order to such an extent that the former controls are dissipated, and a certain chaos or disorder arises from the fact that the old ways of doing things have not yet caught up or have been replaced by adequate new ways.

The influences of innovation are both direct (primary) and indirect (secondary). Primary influences are evident by the cotton gin which almost completely replaced former production techniques. Indirect influences account for the increase of slavery due to more acreage planted and larger plantations.

APPENDIX SECTION G

THIS SECTION PRESENTS A BOOK LIST OF THOSE TITLES SUGGESTED FOR READING IN PSYCHOLOGY COURSES TAUGHT BY THE AUTHOR, ROBERT J. STAHL, AT COLUMBIA HIGH SCHOOL, LAKE CITY, FLORIDA DURING THE 1969-70 SCHOOL YEAR.

Title	Author
Manchild in a Promised Land	Brown
The Uprooted	Oscar Handlin
Ivan Pavlov	Hilare Cuny
Baby and Child Care	Benjamin Spock
Three Faces of Eve	Thigpen
On Becoming a Person	C. R. Rodgers
The Child Buyer	Hohn Hersey
The Addict	Dan Wakefield
Lord of the Flies	Golding
The Manchurian Candidate	Richard Condon
The Stranger, My Son	Louise Wilson
Child of the Dark	Carolina M. DeJesus
The Childhood of Man	Leo Frobenius
Children Who Hate	Redl and Wineman
The Indian in America's Past	Jack Forbes
DIBS-InSearch of Self	Virginia Axline
Out of Wedlock	Leontine Young
Be Glad You're Neurotic	Loius E. Bisch
One Hundred Years of Psychiatry	Emil Karpelinn
Coming of Age in Samoa	Magaret Mead
Death at an Early Age	Jonathan Kozol
Hill Farms and Padi People	Robbins Burling
Walden II	B. F. Skinner
Transparent Self	Sidney Jourard
Flowers for Algernon	Daniel Keyes
Brave New World	Aldous Huxley
Ship of Fools	Kathreen A. Porter
Hurray Sundown	K. B. Gilden
Grapes of Wrath	John Steinbeck
Five Families	Oscar Lewis
Primer of Freudian Psychology	Calvin Hall
History of Psychiatry	Frans Alexander
They Shoot Horses Don't They?	H. McCoy
Pioneer Go Home	Richard Powell
Boston Strangler	Frank
The Loved Ones	Evelyn Waugh
The Vanishing Adolscent	Edgar Friedenberg
Nigger	Dick Gregory
Native Son	Richard Wright
Black Like Me	John H. Griffin
Our Son, Ken	Sarah E. Lorenz
The Souls of Black Folk	W. E. B. DuBois

Title	Author
The Forest People	C. Turnbill
Something of Value	Robert Ruark
Love is Not Emough	Bruno Bettlehiem
Summerhill	A. S. Neill
The Book of the Eskimos	P. Frauchern
The Naked Ape	Desmond Morris
One Flew Over the Cuckoo's Nest	Kev Kessey
Sigmund Freud for Everyone	
Interpretation of Dreams	Sigmund Freud
INever Promised You a Rose Garden	Hannah Green
David and Lisa	
Rosemary's Baby	
The Human Zoo	Desmond Morris
The Secret Ceremony	
The Forest People	
Joy	Schutz
On Dreams	Sigmund Freud
The Group	Mary McCarthy
Play Therapy	Vriginia Axline
Invisible Man	Ralph Ellison
The Art of Loving	Erich Fromm
The Year of the Gorilla	George Schaller
African Genesis	Robert Ardrey
Freud's Contribution to Psychiatry	A. A. Brill
Rebel Without a Cause	Robert Lindner

APPENDIX SECTION H

THIS SECTION REPORTS PREVIOUS EFFORTS BY ONE OF THE AUTHORS, ROBERT J. STAHL, TO ESTABLISH A RESOURCE AND INSTRUCTIONAL AIDES CENTER FOR MATERIALS TO BE USED FOR SECONDARY SCHOOL PSYCHOLOGY COURSES.

THE RESULTS OF THESE EFFORTS HAVE BEEN DISAPPOINTING IN THAT THE AUTHOR COULD NOT OBTAIN FUNDING FROM A VARIETY OF DIFFERENT SOURCES. THE PSYCHOLOGY AND MAN EDUCATIONAL RESOURCE CENTER, P.O. BOX 14572, UNIVERSITY STATION, GAINESVILLE, FLORIDA 32601, IS THE AUTHOR'S OWN ENDEAVOR TO BEGIN HELPING TEACHERS IN THE STATE OF FLORIDA TO RECEIVE AND EXCHANGE SOME OF THESE MATERIALS THEY ARE REQUESTING.

Date: September 29, 1969

Reference: Psychological Resources Center for the Secondary School

From: Bob Stahl

The past five years has seen a tremendous revision of the secondary school curriculum - new subjects added, contents altered, and courses broadened. One of the major new trends is the increasing popularity of Psychology as an elective. Despite this growth, the classroom teacher of Psychology finds few materials to supplement his instruction as is available in most other subjects.

Psychology is a growing 'child' that must be helped if it is to be a useful factor and influence in today's educational system. Many teachers have had very little training in this field. Few are aware of the resources that are available to them; which in themselves are scarce. Students are offered no information or encouragement in Psychology and related careers.

Being aware of these conditions and seeing the needs does not solve the problem. If psychologists are not willing to make any substantial improvements, educators will see no reason why they should. For this reason alone interest in a resource and research center for accumulating, producing, assimilating, and distributing information and materials concerning Psychology for use in the classroom should be found throughout Psychology Departments across America.

Such a center, located here in Gainesville, would be a major first step by psychologists to recognize the importance of their subject in pre-college education. Significantly, it would be an announcement that the University of Florida is aware of the needs of America's classroom teachers and students. The prestige alone of implementing such a program would be tremendous in building the Psychology Department at the University.

The American Sociological Association in 1961 set up a small committee to study the prospects of such a center in their field. In 1964, with the financial support of the National Science Foundation, the center became a reality. Working through the American Psychological Association, there is no reason to believe that a like center in Psychology would not be equally financed.

Briefly, some of the purposes and services of such a center are listed below:

a. provides a focal point which teachers and students alike could direct their inquiries.
b. a materials and information service is provided where literature, films, tapes, and other aids canbe distributed.
c. an innovative service to create new and multi-purpose aids and techniques for classroom use.
d. a prepared bibliography of recommended books to assist librarians in stocking bookshelves with essential and interesting books.
e. a career-awarness program to familiarize a student with future opportunitees in Psychology and related fields.

Date: October 4, 1970

Reference: Research and Resource Materials for High School Psychology

From: Robert J. Stahl

The past ten years has seen a tremendous revision of the secondary school curriculum - new subjects added, contents have been altered, and courses have been broadened. One of the major new trends is the increasing popularity of Psychology as a course of study in the high schools. Year after year more and more schools have added the course or added new sections to the courses already offered in order to fulfill the students' demand for the course.

Despite this growth, the classroom teacher of Psychology finds few materials to supplement his instruction as is available in most other subjects. Having taught Psychology for three years in the public schools, I know that a void exists in this area.

Psychology is a 'growing child' that must be helped if it is to be a useful factor and influence in today's educational system. Many teachers have had very little professional training in this field. The state does not even require a course in Psychology to teach it in the high school. Few teachers are aware of the small amount of resource materials that are available to them. Students are offered no information or encouragement in pursuing careers in Psychology or related fields.

Being aware of these conditions and seeing the needs for improving these conditions do not in themselves solve the problem. A positive program of research and development is needed to begin filling the void which exists. I therefore present several specific recommendations and steps I would like to take in order to improve the quality of high school Psychology courses. They are encompassed within one central unit which I will call a Resource Center for Psychology in the High School.

Briefly, some of the purposes and services of such a center would include:

a. A prepared bibliography of recommended books to assist librarians and teachers in stocking their bookshelves with interesting, essential, and helpful books.

b. A research program to develop new approaches and materials for teaching Psychology courses.

c. An audio-visual program where new supplemental materials of this type can be developed.

d. A career-awareness program to familiarize students with vocational information relating to Psychology and the help-related services.

e. A materials and information service can be provided wherein literature, films, tapes, and other materials can be distributed, rented, or sold.

f. A reference service can supply any request for information or direct one's inquiries to the proper sources for student or teacher inquiries or requests (such as term papers or topics of individual interests).

g. A regular newsletter or bulletin to keep teachers aware of new techniques, ideas or matters of special interest relating to themselves or the teaching of Psychology.

h. A state meeting or conference (or a series of regional meetings or conferences) to demonstrate new developments or techniques in teaching Psychology.

i. A five year program designed to accumulate existing materials and evaluate them as to adaptability and current use; to create and develop new ideas and techniques; to pilot a program for use in the public schools; and to evaluate the results of this pilot program.

j. A nation-wide program designed to expand our services to any secondary school, interested persons or groups, and any national organization which can find our services beneficial.

The above must be considered important and necessary services that are needed today.

I am not alone in this desire for new and more materials. Dr. Wilse Webb, University of Florida Psychology Professor and former chairman of the American Psychological Association's Committee on Psychology in the High School, said last summer that new and interesting approaches to teaching Psychology in the high schools are necessary and are needed now. John Pietrofesa (Journal of Secondary Education, Feb., 1969) also pleads for Educators to begin working on a curriculum for Psychology courses at the secondary school level.

In a nation whose schools are criticized for their lack or relevancy, I firmly believe that Psychology could be a step towards providing a 'relevant' curriculum to meet today's needs. Also, if taught properly, Psychology could be an effective way of preparing the youth of today for the complex life of the future.

RATIONALE:

This project recognizes the need to develop self-adequacy and humanness in our society. In a dynamic world which is growing more complex and technological each day, there is a critical need to develop persons who can cope with their problems in a meaningful way. Abundant research is available testifying to the fact that a vast number of individuals are not making the best possible decisions they are capable of making. The facts and figures concerning mental illness reveal the seriousness of the problem.

Mental health problems had become so great that President John F. Kennedy in 1963 listed it as one of:

> "the two health problems...deserving of a wholly new national approach...that occurs more frequently, affects more people, requires more prolonged treatment, causes more suffering by the families of the afflicted, wastes more of our human resources, and constitutes more financial drain upon both the Public Treasury and the personal finances of the individual families than any other single condition."[2]

In 1946 the Congress passed the National Mental Health bill which formally and officially recognized that mental health is a condition valued in this country. It proposed ~~problems that~~ would foster the development of mental health and eliminate mental illness. The growth of mental illness and related behavior since then has demonstrated that newer approaches and methods are necessary.

To say that maladjustment is widespread (if not universal in our society) is not to accept the foolish dictum that "everybody is neurotic." But, human nature being what it is, we can expect that a great many people will, at one point or other in their lives, find the going difficult.[3] Statistics on the rise of mental illness and related behaviors seem to indicate that larger numbers of individual are finding the going difficult.

~~Evidence indicates~~ There is a need to eliminate this condition of mental illness if we are to continue becoming the best person we can become. Prevention of this condition would serve to strengthen one's ability to deal competently and effectively with his own life situations. Mental hygiene, being prophylactic in nature, is directed toward developing self-adequacy. It is primarily aimed at the development of the self so that mental difficulties, maladjustments, inadequacies, and personality problems are largely precluded. We must concern ourselves with developing a person who is in the process of becoming, of growing, of realizing his potentialities so that he can become fully human. ( )

Our goal is to actualize to the full measure of our human potentials so that we can become fully human, "more fully evolved as member of the human species."[7] According to Abraham Maslow, a self-actualized individual would be characterized by:

1. Superior perception of reality
2. Increased acceptance of self, of others, of nature
3. Increased spontaneity
4. Increased problem-centering
5. Increased detachment and desire for privacy
6. Increased autonomy and resistance to enculturation
7. Greater freshness of appreciation and richness of emotional reaction
8. Higher frequency of peak experiences
9. Increased identification with the human species
10. Changed interpersonal relations
11. More democratic character structure
12. Greater increased creativeness
13. Certain changes in the value system[8]

Arthur Combs and Carl Rogers have identified the characteristics of a fully-functioning person and maintain that in this process:

> 1. the individual comes to rely more upon his own judgment, in his experience or understanding of a situation, rather than upong the judgments, experiences, or understandings of others.[9]
>
> 2. the individual is able to take in the evidence of a new situation, as it is, rather than distorting it to fit a pattern which he already holds.[10]
>
> 3. the individual is increasingly able to trust in his own organism; he "increasingly discovers that his own organism is trustworthy, that it is a suitable instrument for discovering the most satisfying behavior in each immediate situation.[11]
>
> 4. the individual becomes more open to experience...more openly aware of his own feelings and attitudes...more aware of reality as it exists outside of himself, instead of perceiving it in preconceived categories.[12]
>
> 5. the individual views himself as "fluid process, not a fixed and static entity...a continually changing constellation of potentialities, not a fixed quantity of traits.[13]
>
> 6. the individual is characterized by an "absence of rigidity, of tight organization, of the imposition of structure on experience. It means instead of maximum of adaptability, a discovery of structure in experience, a flowing, changing, organization of self and personality.[14]

Combs ( )further ~~suggests~~ (states) that a major characteristic of an adequate or actualized or healthy person is a clearer, more accurate, more effective perception of the real world. The adequate person sees himself in generally positive ways. That is, among other things, he sees himself as "liked, wanted, accepted, and able...as [a person] of dignity and integrity, of worth and importance...as adequate to deal with life."( ).

Not only is our goal a more adequate self, but our "basic need is the maintenance and enhancement of the self. Nor can the self be permanently maintained. The self, therefore, has to be maintained in the future, built up and enhanced so that the individual feels secure for tomorrow. Thus, man seeks not merely the maintenance of a self but the development of an adequate self - a self capable of dealing effectively and efficiently with the exigencies of life, both now and in the future."

The mentally healthy person is "open, aware, and natural in living with others. He is open to the situation in which he finds himself."[19] This "greater openness to experience offers many advantages. It provides people with more data, and with more data they are much more likely to assess reality more accurately, more intelligently."[20]

In a world that is ever-changing, ever in-process, it is important that individuals perceive their world accurately and make adjustments when it becomes apparent that their perceptions are "radically out of touch with the changed reality to which they prefer."[21] People who can treat their perceptions this way are considered healthy.

Rogers states that in each of us there is a strong force working to maintain health and happiness. This "drive toward health"[22] in all individuals can, if properly developed, help maintain or restore mental health. The well-adjusted man has a broadly encompassed self which is by no means restricted to his personal being but which is also concerned with the welfare of others.

THE ROLE OF THE SCHOOL:

The school is one institution which can take positive steps in the direction of developing self-adequacy. The school is universally recognized as a powerful influence on the social, intellectual, moral, and personal lives of the students. Schools are not only to be considered academically oriented, but they must also be seen as primary agents for helping children learn to make adjustments to their life situations. The potential of the school in this area cannot be underestimated.[23]

An emphasis must be placed on the preventive rather than the curative components in the psychological field of human behavior. The school is fertile ground for action programs designed to improve self-concepts and for working with "what youngsters tell themselves."[24]

> An ideal education should emphasize the emotional development of learners, not solely their acquisition of intellectual skills. Its aim should be to provide help for students who obviously are troubled, but, even more, it should try to foster healthy mental growth in all students and to counteract influences that contribute to poor mental health. Its goal should be to reduce as far as possible the vast carry-over of unhealthy attitudes toward self and others that young people now bring with them into adult life.[25]

Life in the school should contribute to the mental health of students equally with intellectual and physical development; hence, the school as a social agency should concern itself with personality adjustment.[26] The program in the school "should seek, in terms of the maturity of the pupil, to develop attitutdes that will encourage a sensible attack upon problems, and it should seek to develop tension-tolerance for the unpleasant aspects of life, that, at least emporarily, cannot be changed. It should, in brief, aim at the highest degree of self-realization for each child in all of his school experiences."[27]

"Schools are in many ways the great hope of the mental hygienist because through educational facilities he has access to the individuals who will constitute the public." [28] The schools look promising since we know that they can effectively change student attitudes, interests, and beliefs which are the basis for decision-making at all levels of his psychological development. These changes are not only significant for the student himself, but also will affect his post-school behaviors in his vocational, social, marital, and personal relationships.

Regardless of the impact of the forces outside his school experience, the pupil in the classroom has the opportunity to face the complexities of his total development, to accept his social setting, and to progress toward the responsibilities of personal accounting.[29] The classroom experience places the teacher in "a strategic position to play a constructive role in prevention and in'positive mental health.'" [30]

Teachers are becoming aware of the importance of their role in mental health.[31] They know that "the student who has a negative self-concept is more likely to manifest greater evidence of maladjustment." [32] They are told that the prevention of negative self-concepts is a vital first step in teaching.[33] They know it is "possible to teach so that, while aiming at the normal results of teaching, specific changes can be made in the child's self-image."[34]

Teachers, probably more frequently than any other persons aside from parents, will be (and are) in a position to tip the balance in the favorable direction for helping individual children.[35] They can "by direct effort, remove some of the causes and aggravating factors of mental illness."[36] Teachers are a powerful group of men and women who have studied the nature of individual growth. They are acquainted with ways to modify old behaviors and to teach new ones. They deal with people who are still very much in the process of becoming.

Despite the knowledge about the need to develop an adequate and humane self and despite the opportunities available to use this knowledge, "the schools have not become the central agents to generate preventive or corrective programs." [38] Auxiliary services such as guidance and counseling "tend to be corrective in nature rather than preventive."[39]

There is, however, one significant area of the school curriculum ~~that~~ positive steps toward studying and improving personal adjustment can be taken for developing adequacy and humaneness by input of properly prepared materials and experiences. The potential of high school courses in Psychology in these areas of instruction is tremendous.

It is difficult to achieve an accurate description of Self because it is both complex and multidimensinal. However, since the growth of Self in positive directions is the main objective of the curriculum proposed, there is planned several approaches to measure changes in Self. Although no one of these methods can be used in a variety of ways and situations, the development and use of several of these could produce significant results along two lines: (1) the evaluation of our own curriculum by the project members and the test groups; and (2) the adaptation of these methods and scales to a form useable and valuable to the classroom teacher.

Evaluation will take the form of:

1). Self-report scales; These indicate perceptions of Self which are inferred from an individual's statements about himself. Evaluating Self through self-reports do reveal characteristics of Self and are valid sources of information.( ). Used in conjunction with other evidence, "self-reports give rich insights into how the child sees himself in his world."( ).

Several self-report scales will be examined and employed to measure Self changes in students. Those identified at this time as most appropriate are the: (1) Self-Esteem Inventory (SEI - Coopersmith), (2) How I See Myself Scale: Secondary Form (Gordon), (3) Bledsoe Self-Concept Scale (BSCS - Bledsoe), (4) Self-Appraisal Scale (SAS - Davidson and Greenberg), (5) Tennessee Self Concept Scale (Fitts), (6) California Psychology Inventory (CPI - Gough), and (7) Self-COncept as a Learner Scale (SCAL - Waetjen).

2). Observation scales for self-concept inferences: These are designed to make inferences about another's self-concept by observing his behavior. These scales are considered valuable in assesing Self.

It is presently planned to study the feasibility of using the Combs & Soper Scale for Inferring Self-Concept(1963) and Purkey's modification of this scale as part of the project work.

3) Questionaire to teachers: Data will be collected from teachers through the use of questionaires to study the effects and progress of the curriculum in the classroom. These will be designed and used as needed.

4). Open-ended statements: The use of open-ended statements can give valuable insight to the ideas and attitudes of students which other methods cannot obtain. The use of this method is to be an important part of the project to get specific suggestions and reactions from the students.

A PROPOSAL TO ESTABLISH AN EDUCATIONAL RESOURCES AND TEACHING CENTER FOR PUBLIC SCHOOL PSYCHOLOGY COURSES

Submitted by: Robert J. Stahl

HISTORY:

A 1970 survey of 348 secondary schools in Florida revealed that Psychology as a course of study was growing at a tremendous pace. The survey reported that student enrollment in the course had increased 52 percent in two years and the number of teachers teaching the course had increased by 106 percent in the same time span.

The 217 schools answering the 31 item questionnaire indicated they were in great need of instructional and teaching materials to improve the quality of their courses. Many teachers attached additional notes asking for ways to get materials, information, and ideas to incorporate into their courses. Some suggested the need for those teaching psychology courses to get together to share their materials and ideas.

Fifty one schools responded by saying they planned to add at least one psychology course to their curriculum offerings as soon as they were able to do so. If these fifty one schools are added to those schools who were already offering the course, then 191 of the 217 schools answering the 1970 survey will be offering psychology courses to their students this fall.

THE PROBLEM:

The problem is that there exists no planned or functioning agency to provide thses schools and teachers with the kinds and types of information, materials, and ideas they want and need to do an effective job in the teaching of their courses.

THE PROPOSAL:

Due to the need indicated by the schools answering the 1970 survey, the requests of classroom teachers, the current contemplation of various universities in the state to initiate a degree program to prepare students to teach psychology in public schools, and the efforts of the State Department of Education to establish requirements for certification for those teaching psychology, I would like to propose that funds be provided to establish a Resource and Teaching Center for the purpose of improving the quality of psychology courses being taught in the state.

This center would function as a clearinghouse for new ideas and methods, a materials and information center, and a dissemination agency for counties, schools, and teachers interested in developing or improving their courses in psychology. It would also assist those teachers who incorporate some materials in psychology on other courses.

Relevant materials and information will be obtained from all possible sources and made available to those who wish to examine and use them. Individuals will be encouraged to make known their ideas and materials for the purpose of exchanging them with other teachers across the state. A newsletter is planned as part of the center's operation. When possible, a consultant will be found and made available to those systems or schools interested in setting up or improving their courses in paychology.

It is hoped that once the center is established and functioning as a self-sufficient agency through domations and contributions from the schools and teachers using its services, a proposal for a larger grant will be made to another funding agency to obtain monies to develop an entire curriculum in psychology.

It is currently planned to house the center in one of the offices in Building I on the University of Florida campus.

The proposed budget presented below is expected to carry the center through the initial phases of its operations. Additional funding is anticipated through donations and subscriptions from those using the services and materials of the center. It is planned that within two years, fall, 1974, the center will be entirely self-sufficient.

FERDC CONTRIBUTION		
Contractual labor (typing, filing, clerical work)	$300.00	
Materials (paper, stencils, dittoes, etc.)	175.00	
Communications (phone, stamps, envelopes)	150.00	
Travel	20.00	645.00
PERSONAL CONTRIBUTION		
Stationary, office supplies and materials	100.00	
Travel	60.00	
Communications	20.00	140.00
Total		785.00